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ABSTRACT

To apply promotional techniques and measure the impact and response on target adult basic education (ABE) enrollment, a project focused on (1) increasing awareness of adult education programs, (2) successful recruitment techniques: and (3) development of professional relationships with referral agencies. Activities included development of a slide and sound presentation, informational brochures, bumper stickers and decals, gift certificates, posters, story books, and newsletters. Various materials were distributed through the public schools, door-to-door, by referral agencies, and through personal contact. The impact of each item and possible correlations with socioeconomic factors were assessed through 413 telephone interviews with a stratified random sample of households in target areas, questionnaire responses of 147 ABE students, and comparison of responses to questionnaires administered to 234 students (including high school credit and GED) before and after dissemination of promotional materials. Results show the promotional materials had an impact on enrollment. Word-of-mouth (from friends, family, neighbors, and current students) was the most effective means of recruitment. Other methods most often cited as effective include local newspaper, brochures, publications brought home by school children or received at work, referral agencies, and churches. (Copies of the promotional materials are appended.) (JT)

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FINAL REPORT OF

PROMOTIONAL/RECRUITMENT COST EFFECTIVENESS RESEARCH

309 Special Project Grant
for
Portsmouth Public Schools

Department of Adult Education

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June 29, 1979

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U S DEPARTMENT OF HEALTH,
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ABSTRACT

Promotional/Recruitment Cost Effectiveness Research was a 309 Project Grant which researched the most effective promotional and recruitment materials, techniques and practices in ABE in relation to cost. The purpose of the research was to apply promotional techniques and measure the impact and response on target enrollment. The project focused on (1) increasing awareness of adult education programs; (2) successful recruitment techniques; and (3) developing professional relationships with referral agencies.

Project funds provided for the development of a slide and sound presentation, informational brochures, bumper stickers and decals, gift certificates, posters, story books and newsletters. Various materials were distributed through the public schools, door-to-door, by referral agencies, and through personal contact. The impact of each promotional item and possible correlations with any socio-economic factors were assessed.

A summary of the results show that among the promotional activities researched in this study, word-of-mouth (from friends, family, neighbors and current students) was the most effective means of recruiting students into adult education programs. Other promotional methods most often cited as effective include the local newspaper, brochures, publications brought home by school children or received at work, referral agencies and churches.

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INTRODUCTION

Three major areas of concern were examined in the Promotional Cost Effectiveness Project: awareness, recruitment and referral. Program awareness refers to the general knowledge of the existence of adult education programs within the City of Portsmouth. Program recruitment deals with increasing participation among target populations in adult education. Program referral seeks to identify typical referral agencies, document best methods for developing professional relationships with these agencies, and measure the impact of these agencies in terms of program awareness and participation.

The specific objectives of this grant were as follows:

(1) To divide the geographic area under study into sectors and to develop a system for classification of residents based upon demographic, social and cultural identifiers;

(2) To classify each geographic sector according to the socio-cultural status of the residents;

(3) To develop a variety of promotional and recruitment activities and to apply these activities in a given sector;

(4) To develop a system that allowed multiple application of promotional/recruitment activities in similar sectors and for the application of similar activities with a diversity of sectors;

(5) To measure the impact of each activity in each sector on enrollment and establish correlations; and

(6) To publish the results of findings quarterly in the ABE Newsletter and in a comprehensive end-of-project evaluation report.

This project evolved from a need for research in the area of promotional and recruitment cost effectiveness in Adult Basic Education. Preliminary research led to the development of a mapping tool which provided valuable information concerning enrollment concentration. Adult students enrolled in adult education programs were plotted by address on a detailed city street map. A horizontal/vertical line grid was placed over the plotted student enrollment on a map dividing the city in one-quarter square mile sectors. Numeric coding assignments (based upon registration card data) were applied to each enrollee based upon sex and race and plotted on the map accordingly.

This basic concept was also used to plot student enrollment by census tracts, school zones or zip code zones. The grid design placed over the plotted map determined the particular effect desired. The mapping of adult students provided the administrator with much useful information on the enrolled students including a pictorial representation of the students' residence. Further, once statistical and demographical data of enrollees' residences was gathered (e.g. educational attainment, income level, etc.) the information was used to assess what areas were most likely to contribute potential students to the adult education program. Thus, a promotional campaign was targeted for those communities.

Isolating geographical sectors for specific research and classification purposes was essential to this study. Such information made it possible to apply various promotional materials and techniques in particular geographical sectors of the city to determine a certain research item's effectiveness.

PROJECT DESIGN

This 309 Research Project was implemented to determine the cost effectiveness of applied recruitment and promotional techniques. This section describes the project's organizational structure and procedures.

Project Staff

There were two staff members - one full-time director and one full-time secretary.

A major task of the project director was to identify the three subject populations. These populations were direct potential student target population, opinion leaders within the community, and referral agencies (industry, business, government, etc.).

Consultants

The services of four consultants were retained for the research grant. Two research and design consultants, one promotional consultant and one project advisor were involved in the project.

The research and design consultants were faculty members of Old Dominion University, Norfolk, Virginia. Their specialties included Urban Studies, Public Administration and Sociology. Their responsibilities consisted of identification and classification of community target areas, development of research evaluation instruments, interpretation of computer analyses and statistical data, and ongoing consultation regarding project planning, design, implementation and evaluation.

The promotional consultant was the Public Relations Director with Seamark, Inc., a public relations and advertising firm. The duty of this consultant was to provide the various types of communication tools and techniques that permitted the most cost effective means of program promotion and recruitment.

The project advisor was an Assistant Professor in the Department of Educational Leadership and Services at Old Dominion University. His responsibilities included assessment of the impact of various promotional/ recruitment strategies, assistance in the development of a Program Evaluation Review Technique (PERT) Plan for the project, and determination of how the process and results of the consultants' findings could best be applied for educational purposes.

Target Population

Portsmouth is one of the four principal cities comprising the lower Hampton Roads region known as Tidewater. The oldest Naval Shipyard in the United States has its home in Portsmouth and is the largest employer in the South Hampton Roads area.

The City of Portsmouth has an inland area of 29 square miles and according to the 1970 census, a total population of 110,963. Approximately 56% of the population is white and 43% is black. The median age is 26.7 years and the median number of school years completed by persons 25 years and over is 10.7 years.

The Bureau of the Census reports that 73,525 persons of the total population are adults 25 years of age or older. Further, 35,417 of these

adults do not have a high school diploma, that is, approximately one out of every two adults in this age group. Therefore, the target population for this project were the 35,417 adult residents of the City of Portsmouth who lack a high school diploma and are eligible for enrollment in adult basic education classes. Statistics compiled for this research project indicated that a high percentage of the target population were blacks, thus, the promotional materials were designed with this factor is mind.

Promotional Materials and Techniques

One of the first joint tasks of the promotional consultant and project director was to determine which materials and techniques would provide a viable, effective means of promotion and recruitment as well as make maximum use of existing funding and personnel resources in order to achieve optimum cost effectiveness. A listing and description of these materials follows. A sample or illustration of each item is included in the Appendix.

ACT Logo

The first recommendation by the promotional consultant concerned the identity and theme of the program. The designation of the Adult Basic Education program was changed to the Adult and Continuing Training program or the acronym, ACT, for the following reasons:

1. The establishment of a more positive image, without the negative connotations of the old program, helps promotion and recruitment efforts.

2. A new image lends itself to more publicity opportunities, thereby increasing public awareness and support of the program.

3. By establishing a new identity for the ABE program, its impact and effectiveness can be more readily measured by researchers for purposes of their evaluation.

Continuing Training eliminates the demeaning aspects of the "basic" designation and avoids the negative connotations that education holds for the many members of the program's target population. The ACT acronym is short, strong and distinctive. It is an easily remembered "do" word which lends itself to the central theme of the program that under-educated individuals can improve themselves only if they take the first step and act on their own behalf.

Some of the slogans which developed from the ACT acronym included:

"ACT now for a better tomorrow."

"It's time to ACT to improve your like."

"Get ahead, get into the ACT."

"If you lack, get into the ACT."

"Take action, join ACT."

"Get your ACT together."

"I got my ACT together."

Such slogans were incorporated into promotional, informational and public service materials and were designed to reinforce the program's new identity and benefits.

A distincetive logo was also developed to serve as the symbol of the

program and to help establish its new image. This logo was adopted for the department stationery, and was displayed on all promotional and informational materials.

Media

Mass Media communications were originally recommended by the promotional consultant. It was felt that this type of communication was necessary due to the semi-illiterate and illiterate status of the target population. Such individuals shy away from printed matter since it reminds them of their failure and inability to read.

The 309 Special Projects Review Board, however, requested that funds not be used for public service announcements or other media promotions. The Review Board felt that such expenditures would be a duplication of previously proven effective promotional techniques. Thus, the use of television and radio communications were excluded from this project.

Audio-Visual Presentation

A slide and synchronized cassette tape presentation was developed to illustrate the opportunities and programs offered by the Department of Adult Education. The presentation was intended to be viewed by under-educated adults as well as those individuals and agencies who are in positions to refer the undereducated to the department's programs.

The narrated slide show familiarized the viewer with the ACT (basic education), high school credit and GED equivalency programs. It was also available on loan to select individuals and organizations for showing to their business or civic groups. The complete text with description of the

accompanying slides is included in the Appendix.

Brochures

Two brochures with information concerning the ACT program's benefits and incentives were developed for public distribution. The brochures depict two individuals who improved their circumstances by enrolling and completing ACT classes. Information concerning locations of the ACT Centers was included in each brochure.

These brochures have a low readability level and thus can be used with the target population as well as with employers, clergy, businesses, community leaders and referral agencies.

Story Book

The limited reading abilities of the target population necessitated a simplified explanation of the ACT program. Therefore, a twelve page illustrated booklet was recommended by the promotional consultant. The booklet uses illustrations, a simplified text and colloquial language captions to tell the ACT story. Three short vignettes tell the stories of some drop-outs, a welfare mother, and a middle-aged laborer.

Posters

Three black and white, 14" x 17" posters were produced for distribution and display in store-fronts, churches, businesses and other similar locations. The three posters corresponded to the subjects in the story book, thus reinforcing those story lines and their impact.

ACT III ON THE MOVE Newsletter

The ACT III Newsletter represented an effort to increase awareness of programs and services among school faculties and community leaders. The four-page newsletter was produced three times during the school year. News articles were written by the department staff.

Gift Certificates

Although ACT classes were free, employers, physicians and pastors expressed an interest in giving certificates to employees, patients and church members as a thoughtful way of encouraging them to participate in the department's program. A gift certificate was developed for this purpose.

Another version of the gift certificate was developed for the adult evening high school program. This certificate was available for purchase at the current tuition rate. Employers purchased these certificates and awarded them to their employees.

Bumper Stickers and Decal

Logo-bearing, slogan-carrying bumper stickers and decals were also developed. Initially, a black and white bumper sticker was offered to students in adult education programs. The bumper sticker was reissued in contrasting colors. The department then sponsored a bumper sticker contest and awarded a tuition free evening high school course to the winner.

The decals developed were smaller in size than the bumper sticker. They became prominently displayed on books, windows, personal belongings and other surfaces.

Procedures and Activities

Each of the project's objectives will be described and discussed in this section.

Objective One

To divide the geographic area under study into sectors and to develop a system for classification of residents based upon demographic, social and cultural identifiers.

Information concerning characteristics of the population of Portsmouth was obtained from the Bureau of Census. The city was divided according to census tract (CT) designations.

Assessment of the CT data by the research and design consultants and the project director led to the development of a manageable classification system based upon race and income.

Those census tracts whose black population was greater than 90% were labeled Black; census tracts whose white population was greater than 97% were labeled White; and census tracts whose black population was between 3.1 and 89.9% were labeled Mixed.

Those census tracts whose median income was below $6,500 were labeled Low Income; census tracts with a median income between $6,500 and $10,000 were labeled Middle Income; and those census tracts with a median income over $10,000 were labeled High Income. (Income reported in 1970 dollars).

Objective Two

To classify each geographic sector according to the socio-cultural status of the residents.

Classification of the residents was based on census tract data gathered under Objective One. Several of the census tracts were subdivided to allow for adequate sampling of the various socio-economic populations. The census tracts were also coded to allow for the use of a simpler three-digit number. This coding and the classification of census tracts according to race and income follows in Table One and Two.

TABLE ONE

Census Tract by Code

Code	Census Tract	Code	Census Tract
103	103	191	119B
104	104	120	120
105	105	121	121
106	106	123	123
107	107	125	125
110	110	260	126A
111	111	261	126B
113	113	270	127.01A
140	114A	271	127.01B
141	114B	272	127.01C
115	115	370	127.02A
116	116	371	127.02B
170	117A	380	128A
171	117B	381	128B
180	118A	129	129
181	118B	310	131A
190	119A	311	131B

TABLE TWO

Census Tract Code by Race and Income Level

WHITE HIGH INCOME	104									
WHITE MIDDLE INCOME	116	123	125	260	129					
WHITE LOW INCOME										
MIXED HIGH INCOME	380	381								
MIXED MIDDLE INCOME	103	106	107	115	180	181	261			
MIXED LOW INCOME	113	121								
BLACK HIGH INCOME										
BLACK MIDDLE INCOME	105	170	171	270	271	272	370	371	310	311
BLACK LOW INCOME	110	111	140	141	190	191	120			

Objective Three

To develop a variety of recruitment and promotional activities and to apply these activities in a given sector.

The promotional items developed for study in promotional effectiveness were the: "Nate" brochure, "Betty" brochure, Gift Certificate, Story Book, Bumper Sticker, and Decal. In addition, an individual was hired to contact households and leave brochures with the residents. This approach called,

"Personal Contact", was designed to determine whether speaking with a resident would be more effective than merely leaving a brochure at the door of the residence. Table Three illustrates the promotional techniques measured by race and income level according to census tracts.

TABLE THREE

Census Tract Code Classification by Race/Income and Promotional Techniques

Race/Income level	Promotional technique							
	NATE	BETTY	GIFT CER-TIFICATE	COMIC BOOK	BUMPER STICKER	DECAL	NEWS-LETTER	PERSONAL CONTACT
WHITE HIGH INCOME		104						
WHITE MIDDLE INCOME	260	123 125 129	129	123 125	116 125	129	260	
WHITE LOW INCOME								
MIXED HIGH INCOME		380 381		380 381				
MIXED MIDDLE INCOME	180 181 261	103 107	103 106 261	115	180 103	115 261		
MIXED LOW INCOME	113		121	121	113	113		
BLACK HIGH INCOME								
BLACK MIDDLE INCOME	270 170 271 371	310 311	311 170 370 171 271	271 171 371 170	105	271 171	310	272
BLACK LOW INCOME	111 110 140 141		140	120 110	190	141		191

Objective Four

To develop a system that allows for multiple application of promotional/recruitment activities in similar sectors and for the application of similar activities with a diversity of sectors.

The purpose of this objective was to study the impact of the various distribution methods, for example:

Is personal contact with the resident more effective than delivering a promotional item to the resident's door?

Is receiving a promotional item from a referral agency or an individual known to the resident more effective than delivering the item to the resident?

Is mailing a brochure more effective than delivering the brochure to the resident?

Is delivering more than one promotional item to the resident more effective than delivering only one item?

Are two deliveries of promotional items to the same residence more effective than only one delivery?

Table Four illustrates the multiple application of promotional items per census tract by assigned codes.

TABLE FOUR

Census Tract Code By Promotional Item

103	Betty, Gift Certificate, Bumper Sticker
104	Betty
105	Bumper Sticker, Decal
106	Gift Certificate
107	Betty
110	Nate, Story Book
111	Nate
*113	Nate Bumper Sticker, Decal
140	Nate, Gift Certificate
141	Nate, Decal
115	Story Book, Decal

116	Bumper Sticker
*170	Gift Certificate, Story Book Nate
171	Gift Certificate, Story Book, Decal
180	Nate, Bumper Sticker
181	Nate
190	Bumper Sticker
191	Personal Contact, Nate, Gift Certificate
120	Story Book
121	Gift Certificate, Story Book
*123	Betty Story Book
*125	Betty Story Book
260	Nate, ACT Newsletter
261	Nate, Gift Certificate, Decal
270	Nate
*271	Story Book, Decal Nate, Gift Certificate
272	Personal Contact, Nate, Gift Certificate
370	Gift Certificate
*371	Nate Story Book
380	Betty, Story Book
381	Betty, Story Book
129	Betty, Gift Certificate, Decal
310	Betty, ACT Newsletter
311	Betty, Gift Certificate

*Asterisk denotes materials distributed in two deliveries.

The above materials were distributed several ways. Most of the promotional items were delivered by adult education students who were paid for their services. They were instructed to deliver specified items within a given geographic sector. The items were to be placed at the door. This was the door-to-door distribution method.

Secondly, a "personal contact" method was employed in two target sectors. The community liaison spoke with an adult member of each household visited as follows:

"Hello, my name is _____. I work with Portsmouth Public Schools. I'm visiting this area to see whether you are aware of our adult education programs. Do you know about our evening high school program? We also have programs for pre-high school preparation. I'd like to

leave some information on them with you. It contains a listing and description of our centers and phone numbers for further information. If you can't use it perhaps you can share it with someone who can. Thank you."

The individual left a brochure and gift certificate for the resident, answered any questions and went on to the next household. If there was no answer at the residence, the individual left a small card stating:

"Hello, I dropped by to see you and talk with you about adult education programs. I left the enclosed materials for your information since you were not home. If you have any questions or if I can be of further help, please contact the adult education office - 393-8822. Thank you. Portsmouth Public Schools, Adult Education representative."

This card along with the brochure and gift certificate was placed in a small bag and hung on the door knob.

A third method of distribution was through the Portsmouth Public Schools. Ten of the nineteen elementary and one of the four junior high schools were selected for this purpose. Slightly over 6,400 story books were distributed to the children attending these schools to take home. The purpose of this method was to determine the effectiveness of students taking materials home to their parents.

The final method of distribution was referral. Promotional items were delivered to the resident managers of the public housing developments who were asked to give the items to the project residents as they delivered their monthly rent checks or conducted other business with the managers. Other

referral agencies included churches, the Department of Social Services, and the Virginia Employment Commission.

ACT Promotional Questionnaire

The above mentioned promotional materials were developed to be used with target populations not currently enrolled in adult education courses. Another segment of the research was directed, therefore, at currently enrolled adult education students to learn why they enrolled and how they learned about Portsmouth's adult education programs. A questionnaire was devised to gather information from current pre-high school, high school and GED students. Additional information concerning the ACT name, the program itself and personal data was also requested. The same questionnaire was administered twice. A pre-test in November, 1978 was given before any promotional materials were distributed and the post-test was administered in April, 1979.

Community Leader's Workshop

Two workshops were held to inform community leaders of the problem of adult illiteracy in Portsmouth and to suggest ways of combatting the problem. Business, government, church and educational leaders were told that they are a vital link between the city's undereducated adults and the services which are provided by the Department of Adult Education. Since many undereducated adults cannot read, recruitment techniques involving printed material might not be as effective as the personal referral which an individual in a social service agency, school, church or business is able to provide.

The task of inviting community leaders to participate in the workshop was based on identifying those persons whose positions of leadership bring them

into contact with those undereducated residents who are potential students. The Chamber of Commerce was helpful in providing a listing of Portsmouth's industries and businesses. The Portsmouth Ministerial Association and pastors of all the city's churches were invited since they are usually well informed about the needs of their congregation. The city government, library directors, probation officers and police officials were also invited because of their visibility in the community. Civic leagues and organizations like Key Clubs, Jaycees, Kiwanis were asked to participate because of their involvement in community affairs. All social service agencies including the Department of Social Services, CETA, WIN, the Virginia Employment Commission and the Portsmouth Redevelopment and Housing Authority were invited. School principals, guidance counselors, PTA's, and the newspaper and television news media were also invited. Because more than 300 people were invited and facilities for such a gathering were limited, the workshop was offered on two dates. Table Five illustrates the number of people who were invited and those who attended.

TABLE FIVE

Community Leader's Workshop:

Persons Invited and Attended

	Invited	Attended
Banks	15	2
Industry	21	7
City Council & Gov't officials	9	2
Mayor's Manpower Commission	15	4
Judges & Probation Officers	7	2
Police & Fire Department	4	1

Libraries	3	2
Churches	68	6
Department of Social Services	8	1
VA. Employ. Comm., Southeastern Tidewater Opportunity Program, CETA, WIN	6	3
Portsmouth Redev. & Housing Auth.	3	2
School Principals & Administrators	58	13
School Guidance Counselors	11	8
PTA's	31	3
Out of town Adult Ed. supervisors	8	5
Department of Parks & Recreation	2	2
Civic Clubs and Organizations	27	7
TV & Newspaper	9	5
	305	75
Participants who came without invitations		13
	TOTAL:	88

Each participant received an Adult Education Information Packet prepared specifically for the workshop. The packet folder contained all of the promotional materials which had been developed with funds from the 309 Project. Each item was identified and explained to the participants.

Open House

The concept of a college or career fair was adopted to respond to the needs of Portsmouth's undereducated in a Career Day Open House sponsored by the Department of Adult Education. The Career Day was aimed at out-of-school youth and adults who had not completed high school but were considering returning to school. It was also directed at persons seeking employment with a limited educational background.

The three objectives for the Career Day were to acquaint potential students with the Adult Learning Center facility and instructors, to provide information concerning continuing education and/or employment opportunities, and to enable them to assess their own interest, skills and aptitudes for career planning purposes.

Representatives from several Portsmouth agencies participated in the Career Day. Besides the Public School's Department of Adult Education, Tidewater Community College and Kee's Business College exhibited available education programs. The Virginia Employment Commission, CETA Planning Office, Naval Shipyard, General Electric and the City Personnal Office were on hand to inform persons concerning job possibilities.

Career Day was publicized in three ways. A flyer was printed and mailed to 4,000 Portsmouth residents who received food stamp coupons. Arrangements were made with the Department of Social Services to include the flyers in their monthly mailing at no cost.

The promotional flyers were delivered to select grocery store managers who were asked to distribute the flyers to their patrons by placing one in their grocery bags. Local radio stations were contacted and asked to announce the event as a public service.

Budget

The total money allocated for this 309 grant was $39,363.30. Table Six illustrates the amount of money allocated and spent per account.

TABLE SIX

Budget Allocations And Actual Expenditures

	Allocated	Spent
Personnel		
Project Director	$14,400.00	$11,251.59
Project Secretary	6,500.00	6,698.28
Community Liaison	-	485.95
Fringe Benefits	2,508.00	2,336.74
Capital Outlay		
Equipment	500.00	529.00

Instructional Supplies		
Consultant	2,700.00	3,700.00
Promotional Agency	1,200.00	2,728.00
Promotional Supplies	9,250.30	7,918.66
Office Supplies	525.00	360.09
Printing	840.00	2,636.92
Communications	640.00	433.12
Travel	-	434.34
Computer	300.00	50.00
TOTALS:	$39,363.30	$39,562.69

The position of Community Liaison was created to assist the Project Director in the collection of evaluation data. This individual was also responsible for the "personal contact" distribution method referred to earlier.

TABLE SEVEN

Promotional Item Cost Effectiveness

		Total	Per Item
Audio-Visual Presentation			
Production	825.89		
"Nate" Brochure			
Production	439.83		
First Printing (5000)	150.35		
		590.18	.12¢ each
Production	12.00		
Second Printing (5000)	164.66		
		176.66	.03¢
"Betty" Brochure			
Production	404.83		
Printing (5000)	125.00		
		529.83	.11¢
Story Book			
Production	1670.00		
Printing (10,000)	918.40		
		2588.40	.26¢

ACT Posters			
Production	1431.04		
Printing (3 at 300 copies each)	297.79		
		1728.83	$1.92
ACT III ON THE MOVE Newsletter			
Fall Issue			
Production	772.40		
Printing (3500)	236.22		
		1008.62	.29¢
Winter Issue			
Production	655.66		
Printing (3000)	194.68		
		850.34	.28¢
Spring Issue			
Production	438.45		
Printing (3000)	195.02		
		633.47	.21¢
Gift Certificates			
Printing (3000)	66.00		.02¢
Bumper Stickers			
Printing (1000 b&w)	175.00		.18¢
Production	140.81		
Printing (1200 color)	216.00		
		356.81	.29¢
Decal			
Printing (2000 b&w)	140.00		.07¢

Objective Five

To measure the impact of each activity in each sector on enrollment and establish correlations.

This objective is the subject of Chapters 3 and 4 which report the results and impact of the promotional activities upon enrollment.

Objective Six

To publish the results of findings quarterly in the ABE Newsletter and in a comprehensive end-of-project evaluation report. (See Appendix.)

Chapter Three

Evaluation Consultants' Report

Introduction

This report constitutes the evaluators' final report on the City of Portsmouth, Virginia 309 Project entitled Recruitment/Promotional Cost Effectiveness Research. The basic purpose of the 309 Project is to determine the most effective recruitment and promotional materials and practices for various population groups in Portsmouth who might be eligible for enrollment in the Adult Basic Education Program.

Scope of the Evaluation

The evaluation of the Portsmouth Recruitment/Promotional Project is designed to provide information to educational decision-makers regarding which recruitment strategy, or set of recruitment strategies, is most effective. Effectiveness has been defined in two ways. First, effectiveness is measured in perceptual terms such as awareness of the strategy, positive or negative feelings created by the strategy and other similar types of attitudes. The basic question here is--how do potential students "feel" about a particular recruitment strategy?

A second measure of effectiveness is the impact of a given strategy on enrollment in the A.B.E. program. The basic question here is--how many individuals enroll in the A.B.E. program as a result of a particular student recruitment procedure? This is of course "the bottom line" by which any recruitment program must be assessed. Due to the limited time the 309 project has been active, it is not possible to determine the exact impact of various recruitment strategies on enrollment. Therefore, much of the enrollment data included in this report should be viewed as baseline data

against which future enrollment patterns can be compared. This comparison can be made by using the various research instruments developed by the project evaluators during the first program year.

Evaluation Activities

The evaluators have engaged in activities described below in order to establish a framework for assessing the impact of the various recruitment strategies.

Development of Designated Areas for Targeting Recruitment Activities

The City of Portsmouth has been analyzed using data available from the 1970 Census. It became apparent that significant limitations existed in the 1970 Census data. Data from the Department of City Planning and the City Redevelopment and Housing Authority was used to update the 1970 Census data. Based on this data, the project evaluators, in conjunction with the project director, divided the City of Portsmouth into about thirty (30) areas, or grids. The grids were chosen based on the income, race and educational characteristics of the area's residents.

As the grids were being developed, the project director and the media consultant developed the recruitment materials. At the present time, different combinations of recruitment strategies were implemented in various grids of the city. The evaluators devised a questionnaire which the program staff administered by telephone to individuals who have been targeted with a particular recruitment technique. By interviewing individuals, the evaluators were able to control for the various socio-demographic factors which could be related to a person's choice to enter an adult basic education program.

Current Adult Education Enrollment Patterns

The evaluators devised a questionnaire (see attached) to determine

why individuals are currently enrolled in the ACT program. The questionnaire asked student currently enrolled in the ACT program to indicate:

a) How they first became aware of the Adult Education Program;

b) Reasons for enrolling in ACT;

c) The best way to advertise ACT classes;

d) The best way to create interest in ACT;

e) Awareness of the abbreviation A.C.T.;

Data related to employment, sex, race, income, age, education and area of residence was also collected. The data on current students will be used as baseline information against which the impact of the recruitment strategies can be measured.

The questionnaire was administered to the 147 students enrolled in the ACT program. Listed below, in summary form, are the responses received.

Table 1*

METHOD OF BECOMING AWARE OF ACT PROGRAM
(in percentages)

Method	Percentage	Number
Friend	28.7	71
Other Student	16.1	40
Work Place	3.6	9
Portsmouth Redevelopment and Housing Authority	0.8	2
Civic - Law Enforcement Service	0.4	1
WIN - Social Services	3.2	8
Portsmouth Public School	13.7	34
Course Schedule	2.4	6
Brochure Mailed to Home	8.5	21
Brochure Not Mailed	3.6	9
Bumper Stickers	0.8	2
Comic Book	2.0	5
Adult Education Open House	1.2	3
Radio, TV, Newspaper	6.0	15
Advertising Sign	2.0	5
Employment Agency	0.4	1
Other	6.5	16
	99.9	N=248

When asked, "How did you become aware of the ACT Program?", by far the largest number of ACT students became aware of the program through a friend (28.7%) or another student (16.1%). The schools were cited in 13.7% of the responses and the mailed brochure was cited in 8.5% of the responses.

*Tables 1-4 present data collected from current ACT students. In each area included in the table the respondent was able to list up to three choices. For example, the N of 248 in Table 1 indicates that 248 choices (or responses) were made and that 28.7% indicated that friends were important in making them aware of the ACT Program.

Table 2

REASON FOR SIGNING UP FOR
ADULT EDUCATION COURSE
(in percentages)

Reason	Percentage	Number
Brochure Mailed	9.9	22
Brochure Picked Up	3.6	8
Brochure Given at Work	2.3	5
Brochure	2.3	5
Brochure Given by Other	5.4	12
TV, Radio, Advertising Sign	7.7	17
Talk with Family, Other	17.1	38
Talk with Person in School System	13.5	30
Civic and Social Groups	5.8	13
Talk with Other Adult Education Student	14.9	33
WIN - Social Services	4.0	9
Other	13.5	30
	100.0	N=222

Table 2 also supports the conclusion that personal relationships are the key determinant for enrolling in the ACT program in that 46% enrolled because of personal contact with the family, school system personnel or other adult education student. It is reasonable to assume that the brochure is an important factor related to this personal contact.

Table 3

BEST WAY TO ADVERTISE
ADULT EDUCATION PROGRAMS
(in percentages)

Way to Advertise	Percentage	Number
Where they work	16.8	47
Where they live	21.5	60
Stores where they shop	6.8	19
Church and Civic Organizations	12.9	36
Employment and Social Service Agencies	12.2	34
MD and Other	4.7	13
Schools in Community	16.8	47
Others	8.3	23
	100.0	N=279

Table 3 suggests that adult education programs should be advertised in a variety of places including place of work, personal residence, through church and civic organizations and through employment agencies.

Table 4

BEST WAY TO GET PEOPLE INTERESTED IN
ADULT EDUCATION PROGRAMS
(in percentages)

Way of Getting Interest	Percentage	Number
Brochures	11.3	37
Class Schedules	5.8	19
Other Students	18.7	61
Speakers	8.9	29
Advertisements	8.6	28
News Articles	5.8	19
Radio and TV	9.8	32
Bumper Stickers	11.9	39
Comic Books	2.4	8
Adult Education Open House	1.2	4
Other	15.6	51
	100.0	N=327

Interest in the program (Table 4) can best be created by persuading current students to "sell" the program to their friends and acquaintances. Bumper stickers and brochures are also a useful way to create interest.

Table 5

REASON FOR ENROLLING IN
ADULT EDUCATION PROGRAM
(in percentages)

Reason for Enrolling	Percentage	Number
Get High School Education	25.5	88
Get Job	7.8	27
Get Better Job	11.3	39
Get GED Diploma	11.6	40
Earn More Money	5.2	18
Get VA Benefits	2.9	10
Training	6.7	23
Keep Self Busy	1.7	6
Have Some Fun	0.3	1
Parents Get Social Security Benefits	0.6	2
Get Away From Home	1.2	4
Meet New People	1.5	5
Get Off Welfare	2.6	9
Feel Pride, Accomplishment	16.8	58
Learn More About Work	2.9	10
Other	1.5	5
	100.1	N=345

Table 5 shows that over one-third of the current ACT students are enrolled in the program in order to obtain a diploma. A very large percentage (17%) also enrolled in order to obtain a greater feeling of pride and accomplishment.

The preliminary analysis of the responses relating to the five questions listed above suggests that personalized recruitment approaches have worked best for the current group of adult education students. These recruitment strategies, the responses suggest, should be implemented at a variety of places including the schools, places or work and at home. Brochures and bumper stickers appear to have impacted on enrollment to some extent.

--About two-thirds (71.7%) of the current adult education students are correctly able to identify the meaning of the acronym A.C.T.

--Four of every five of the current students (80%) have not found it difficult to learn about registration for adult education courses.

--Adult education courses have met the expectations of 80.6% of the respondents.

--A majority of the current students (50.7%) who expressed a preference prefer the name Adult and Continuing Training; 21.4% prefer Adult Education and Vocational Training; 27.1% prefer the name Adult Basic Education.

Table 6

SOCIO-DEMOGRAPHIC PROFILE OF CURRENT ADULT EDUCATION STUDENTS

Employment Status	Percentage	
Full-time	49.3	
Part-time	16.9	
Unemployed	33.8	
	100.0	N=142
Sex		
Male	51.4	
Female	48.6	
	100.0	N=138
Race		
Black	71.3	
White	22.8	
Other	5.9	
	100.0	N=136

Income Before Taxes	Percentage	
Receiving Welfare Support	22.9	
Below $4,000	24.8	
$4,000 - $7,999	22.9	
$8,000 - $11,999	14.7	
$12,000 - $15,999	10.1	
$16,000 and above	4.6	
	100.0	N=109
Age		
17 years or less	5.2	
18 - 21	24.4	
22 - 30	25.9	
31 - 40	20.0	
41 - 50	13.3	
51 - 60	9.6	
61 and above	1.5	
	99.9	N=135
Last Grade Attended		
1 - 6	11.5	
7 - 9	33.6	
10 - 12	48.1	
Ungraded School	6.8	
	100.0	N=131
Type of Residence		
Public Housing	13.9	
Rented Apartment	27.1	
Rented House	18.6	
Own House	40.3	
	99.9	N=129

The socio-demographic profile indicated that most current adult basic education students are most likely to be: (a) employed; (b) black; (c) male; (d) between 18 and 30 years of age; (e) earning an income at the poverty level; (f) with some high school education; and (g) living in his/her own home.

Evaluation of ACT Promotional Techniques and Strategies

The purpose of this portion of the evaluation is to determine which of several marketing strategies best informs the public about the ACT Program and Adult Education in general. Specifically, this is an evaluation of a marketing program employed during the spring of 1979 in the City of Portsmouth through the Adult Education 309 Project. The purpose of this program was to find the most effective ways to communicate information about adult education to those populations for whom the information is most salient, i.e., those with the greatest need for continuing basic education.

The project director and supervisors developed a variety of communication materials that were implemented through door-to-door distribution or personal contact. The evaluation of the actual enrollment impact of the specific components of this distribution campaign must wait for the fall or subsequent semesters. This evaluation, therefore, does not deal with actual enrollment (because of timing we cannot deal with actual enrollment). This evaluation is designed to evaluate the degree to which people remember various promotional material and what the subjects' reactions and subsequent behaviors might be.

Methodology

The methodology employed for this evaluation involved the plotting of grids to represent each area in Portsmouth where a variety of promotional materials were distributed. After these materials were distributed, a stratified random sample of those households receiving one or more of the various items was selected. The sample was stratified to maximize the heterogeneity of the sample receiving items by race, education, and socio-economic status. Telephone interviews of the sample households were conducted by the project staff. The interviews consisted of a series of questions

about the ACT program and the materials given to each of the respondent's households. A total of 418 completed interviews were compiled, coded and included in this evaluation. With a sample size of 418 we can be 95% certain that the results reported here are within ±4.7% of the true population proportions of the households receiving promotional items.[1]

Survey Results

There were 68 males and 345 females interviewed by telephone (the disproportionate number of females can be attributed to the fact that most of the calls were made during the day). There were 283 Black respondents and 128 White respondents.

As indicated by Table 7, those persons asked, "Do you remember receiving anything regarding ACT or adult education?" Eighty-four (or 20.1%) of those sampled said yes. Proportionately more females remember receiving information than males and proportionately more whites than blacks remember receiving the information.

Table 7

Do you remember receiving anything regarding ACT or adult education?

Response	N	%
No response, "I don't know"	10	2.4
Yes	84	20.1
No	324	77.5
	418	100.0

[1] William G. Cochran, Sampling Techniques, 2nd Ed., Wiley & Sons (1963), Chapter 4.

When asked, "What did you receive?" only 26 (or 6.2%) remembered what they received with 21 (or 5%) remembering receiving the brochures. (See Table 8.)

Table 8

What did you receive?

Response	N	%	
No response, "I don't know"	392	93.5	
Brochure	21	5.0	
Story Book	2	0.5	
Gift Certificate	1	0.2	
Newsletter	2	0.5	
	418	99.7	(rounding error)

When the respondents were told what was distributed in their neighborhood then asked if they remembered receiving that specific item, 41 (or 9.8%) of the respondents remembered receiving the item. (See Table 9.)

Table 9

Do you remember receiving -- (specific item)?

Response	N	%
No response, "I don't know"	46	11.0
Yes	41	9.8
No	331	79.2
	418	100.0

When asked what they did with the item received, 93.3% gave no response or said nothing, 14 (or 3.3%) saved the item, 11 (or 2.6%) threw it out and 2 (or 0.5%) gave it to their children. (Table 10.)

Table 10

What did you do with the item received?

Response	N	%
Nothing	391	93.5
Saved it	14	3.3
Threw it Out	11	2.6
Gave it to children	2	0.5
	418	100.0

Of 418 respondents 98.3% said that the item they received had no effect on them or gave no response; five (or 1.1%) said the item had some effect in that they intended to act upon it. (See Table 11)

Table 11

What effect did this item received have on you?

Response	N	%
No response, "I don't know"	411	98.3
None	3	0.7
Yes--positive	3	0.7
Will go to school	1	0.2
	418	100.0

Forty (or 9.6%) of the respondents know what ACT means or stands for. In an age of acronym overkill and considering the fact that ACT is a new logo this response is surprisingly high in a positive sense. (See Table 12)

Table 12

Do you know what ACT means or stands for?

Response	N	%
No response	46	11.0
Yes	40	9.6
No	332	79.4
	418	100.0

When the subjects' memory is jogged a bit by telling them that "ACT stands for Adult and Continuing Training--have you heard of it?" 176 (or 42.1%) responded yes, they have heard of it. (See Table 13)

Table 13

ACT stands for Adult and Continuing Training--have you heard of it?

Response	N	%
No response	66	15.8
Yes	176	42.1
No	176	42.1
	418	100.0

When asked, "Where did you hear of the ACT program?" most of the subjects who answered said from their friends, 34 (8.1%) or the newspaper, 30 (7.2%). Tables 14 and 15 give a complete breakdown of these responses. There were no sex differences in these response patterns but there were racial differences. Whites tended to reply "newspaper" or the "media", whereas Blacks were much more likely to hear of ACT from family or friends, a key point to remember when trying to reach Black population.

Table 14

Where did you hear of the ACT program?

Response	N	%
Friends	34	8.1
Newspaper	30	7.2
Family	15	3.6
Neighbors	15	3.6
Brochure	11	2.6
Television	5	1.2
In school	5	1.2
At job	3	0.7
In ACT program	2	0.5
At church	1	0.2
Social Services	1	0.2
College	1	0.2
Radio	1	0.2
No response, "I don't know"	294	71.3
	418	100.0

If one constructs a table eliminating the no response category the responses make more sense. (See Table 15.)

Table 15

Eliminating the "no response" category, Where did you hear of the ACT program?

Response	N	%
Friends	34	27.4
Newspaper	30	24.2
Family	15	12.1
Neighbors	15	12.1
Brochure	11	8.9
Television	5	4.0
In school	5	4.0
At job	3	2.4
In ACT program	2	1.6
At Church	1	0.8
Social Services	1	0.8
College	1	0.8
Radio	1	0.8
	124	100.0

When asked, "What can we do to better inform you about Adult Education?" 45 (or 10.8%) said sending the brochure is the best way to inform them and others, 13 or 3.1% said the newspaper. (Tables 16 and 17 give a complete breakdown of the responses.) There are no significant sex differences or patterns in these answers. There are significant racial differences in that twice as many whites as Blacks said newspaper is the best way to reach people whereas Blacks suggested the brochure two to one over whites.

Table 16

How can we better inform you of ACT?

Response	N	%
No response, "I don't know"	337	80.6
Personal contact	6	1.4
Television	6	1.4
Newspaper	13	3.1
More explanation	2	0.5
Brochure	45	10.8
General media	1	0.2
Telephone	3	0.7
Parks & Recreation News	2	0.5
In ACT Program	2	0.5
Bumper Stickers	2	0.5
	418	100.0

Table 17

Eliminating the "no response" category, How can we better inform you of ACT?

Response	N	%
Brochure	45	56.3
Newspaper	13	16.3
Personal Contact	6	7.5
Television	6	7.5
Telephone	3	3.8
Parks & Recreation News	2	2.5
In ACT Program	2	2.5
More detail on ACT	1	1.3
General media	1	1.3
Bumper stickers	1	1.3
	80	100.3 (rounding error)

When asked, "What do you think is the best way to get people to enroll in Adult Education programs?" 25 (6.0%) said the brochure; 16 (3.8%) said that personal contact is the best method to enroll people. If one constructs a table eliminating the no response category the responses make more sense.

Table 18

Best method to enroll persons in ACT (eliminating no response category).

Best method to Enroll persons	N	%
Brochure	25	32.0
Personal contact	16	21.0
Notes from school	7	9.0
Television	7	9.0
High interest course	4	5.0
Newspaper	4	5.0
Media	4	5.0
Telephone	3	4.0
Gift certificates	3	4.0
High school counselors	2	3.0
Showing offerings	2	2.0
Church	1	1.0
	77	99.0(rounding error)

Conclusions

One may look at Table 15 and Table 17 to see the ranking of subjects' primary choices for learning of ACT and how they feel people can best be informed of the ACT Program. The media in general seems to be the preferred mode of communication for whites and the more informal methods of communication through friends and family were more productive and more highly valued by blacks.

A comparison of students in the ACT Program and the general population to whom the promotional materials were distributed indicates that both feel that contact with friends is the way most of them became aware of the program (28.7% of those enrolled compared to 22.4% of those who received the promotional materials in their homes).

The general population felt that the media (all forms) was the second most frequent method of becoming aware of the program. Whereas those enrolled in the ACT program reported the second most frequent method of becoming aware of the program was through fellow students (16.1%) and the third most frequent method was through the Portsmouth Public Schools (13.7%).

A comparison of the two group's opinions of the best way to advertise or to inform persons of the program can be achieved by comparing Tables 3 and 17. The primary differences are in the mode of communication preferred. Those in the ACT program tended to favor communication through organizations to which they belong or referral agencies (e.g. where they work 16.8%, churches and civic organizations 12.9%, employment and social service agencies 12.9%, schools in the community 16.8%). Those receiving the promotional materials distributed to their homes preferred more media types of exposure including the materials distributed (brochure 56.3%, newspaper 16.3%, television 2.5%).

Suggestions for Further Evaluation

We strongly recommend to the project staff that the general questionnaire administered first by Dr. William Cunningham, then jointly by Drs. Cunningham, Pindur and Smith be administered in the fall semester. This will be the first real opportunity to ask those who enroll in the ACT program why they enrolled and how they heard of ACT.

Wolfgang Pindur, Ph. D.
Donald Smith, Ph. D.

Research and Design Consultants

June 28, 1979

Chapter Four

Project Advisor's Report

The purpose of this chapter is to summarize the report of the impact and effectiveness of promotional materials on adults enrolled in all of Portsmouth's adult education programs: adult basic education, high school credit and GED classes. This study included the development of a survey instrument, the administration of the instrument to adult education students enrolled during the fall of 1978 (pre-test) and spring of 1979 (post-test), and an analysis of the data in order to identify differences in effectiveness of promotional activities by socio-economic status, sex, age and race, as well as, a comparison between the fall and spring semester results.

The pre-test and post-test data were computer analyzed and cross tabulated for multiple responses. The results were compared to determine the impact of the promotional techniques with regards to program awareness and enrollment.

Results

The pre-test questionnaire was completed by 396 students while 234 students completed the post-test. (It was noted by the Department of Adult Education that this difference was not attributable to a decrease in enrollment but rather to such factors as severe weather conditions, mechanical difficulties with a school building and failure of some students to be tested). Tables One through Five compare demographic data between the two semester's populations.

Table One illustrated a change in the enrollment from predominately female (59%) in the pre-test data to predominately male (56%) in the post-test data.

TABLE ONE

Sex of Enrolled Students

	Fall 1978 Number	%	Spring 1979 Number	%
Male	162	40.9	123	55.9
Female	234	59.1	97	44.1
	396	100.0	220	100.0

Information concerning the student's occupational status and income was requested. Table Two demonstrates an increase in the percentage of students who had full or part-time jobs.

TABLE TWO

Job Status

	Fall 1978 Number	%	Spring 1979 Number	%
Full-time job	175	44.2	113	50.0
Part-time job	45	11.4	40	17.7
Umemployed	176	44.4	73	32.3
	396	100.0	226	100.0

Table Three indicates no significant difference in the level of income among pre and post-test students.

TABLE THREE

Level of Income (Before Taxes)

	Fall 1978 Number	%	Spring 1979 Number	%
Receiving Welfare Support	55	14.8	39	19.1
Below $4,000	93	25.1	48	23.5
$4,000 - $7,999	94	25.3	47	23.0

$8,000 - $11,999	58	15.6	31	15.2
$12,000 - $15,999	44	11.9	22	10.8
$16,000 and above	27	7.3	17	8.3
	371	100.0	204	100.0

Table Four reports the race of the students. Again, there is no significant change among the students.

TABLE FOUR

Racial Distribution

	Fall 1978 Number	%	Spring 1979 Number	%
Black	286	72.2	163	74.8
White	97	24.5	44	20.2
Other	13	3.3	11	5.0
	396	100.0	218	100.0

Table Five reflects the age of the students enrolled in Portsmouth adult education programs. A decrease in the 18-21 age category is reflected. The increase is evenly distributed between the 22-60 year old population with the largest increase occuring in the 22-30 year old category.

TABLE FIVE

Age Distribution

	Fall 1978 Number	%	Spring 1979 Number	%
17 years or less	25	6.3	21	9.8
18 - 21 years	120	30.3	50	23.3
22 - 30 years	105	26.5	64	29.8
31 - 40 years	68	17.2	35	16.3

41 - 50 years	49	12.4	29	13.5
51 - 60 years	22	5.6	14	6.5
61 and above	7	1.8	2	0.9
	396	100.0	215	100.0

A careful examination of the data leads to the conclusion that the promotional materials distributed in this research project had an impact upon the student enrollment. The post-test provides evidence that the materials attracted white, 30 to 40 year old, employed males whose income was $16,000 or above. This increase appears to be the result of promotional efforts directed at businesses and places of employment.

When students were asked to indicate what they believed to be the most effective means of recruiting other potential students based on their own experiences, the response most often given was word-of-mouth. However, the impact of this method decreased slightly in the pre to post-test results. Table Six indicates the level of awareness of students of recruitment techniques in promoting adult education programs.

TABLE SIX

Awareness of Adult Education Program

Method	Fall 1978 Number	%	Spring 1979 Number	%
Friend	195	28.3	101	27.8
Portsmouth School System	113	16.4	59	16.3
Other student	102	14.8	56	15.4
Brochure mailed to my home	70	10.2	35	9.6
Radio, TV, newspaper	50	7.3	18	5.0
Brochure not mailed	22	3.2	17	4.7
Place of employment	19	2.8	16	4.4

Social Services, WIN	-	-	13	3.6
Course schedule	17	2.5	13	3.6
Civic, law enforcement and service organization	21	3.0	7	1.9
Advertising sign	7	1.0	7	1.9
Bumper sticker	-	-	5	1.4
Story book	1	0.1	5	1.4
Open House	7	1.0	5	1.4
Portsmouth Redevelopment and Housing Authority	16	2.3	4	1.1
Employment agency	13	1.9	2	0.6
Other	36	5.2	-	-
	689	100.0	363	100.0

Table Seven indicates an increase in the number of students enrolled in the adult education program who were seeking a high school diploma. There was also a decrease in the number of students seeking a GED equivalency certificate between the pre-test and post-test results. It is significant to note that personal goals and motivation accounted for the second highest number of responses in both surveys.

TABLE SEVEN

Reason for Signing Up for Adult Education Courses

	Fall 1978 Number	%	Spring 1979 Number	%
Get high school diploma	213	21.7	145	27.3
Accomplish something I can be proud of	156	15.9	80	15.0
Get a better job	126	12.9	63	11.8
Get a GED diploma	125	12.8	45	8.5
Train for professional or trade skill	100	10.2	43	8.1

Get a job	56	5.7	41	7.7
Earn more money	55	5.6	33	6.2
Get VA benefits	31	3.2	23	4.3
Learn more about the world	35	3.6	21	3.9
Get off welfare support	30	3.1	10	1.9
Keep myself busy	15	1.5	8	1.5
Meet new people	10	1.0	7	1.3
Get away from my house	6	0.6	6	1.1
Parents get more benefits (social security)	-	-	5	0.9
Have some fun	3	0.3	2	0.4
Get my family or friend off my back	7	0.7	-	-
Other	12	1.2	-	-
	980	100.0	532	100.0

In addition to this frequency distribution, data from the questionnaire was cross tabulated to determine the effectiveness of the promotional materials with such determinants as sex, race, age and income level. Results from the cross tabulations follow:

(a) More males than females became aware of adult education classes by word-of-mouth through friends.

(b) More men became aware of the adult education program through their place of employment as a direct result of promotional efforts aimed at employers.

(c) There was a significant increase in the percentage of non-black students (white and Orientals) who became aware of the program from a student already enrolled in the program.

(d) There was no significant change between pre and post-test results of the responses of black students concerning how they became aware of adult education programs.

(e) There was an increase in the number of persons over forty years of age who enrolled in adult education classes as a result of speaking with someone in the school system, in a business, place of employment, public housing, or civic and social organization.

(f) Word-of-mouth was most often cited (42.4%) as an effective promotional technique. The word-of-mouth approach was particularly effective with white males between the ages of 21 and 40 with an income over $16,000.

(g) Radio and television were rated by students as the second most effective method (14.2%) of recruiting individuals for adult education programs. Although the use of media as a promotional technique was not explored in this research, it was often suggested by students.

(h) Newspaper advertisements and signs/posters were often cited as effective in promoting interest in adult education classes (16.5%). These methods served a useful purpose in arousing initial interest although they were not necessarily the deciding factor in enrolling. Students under 17 and over 40 years of age favored these methods. Persons on welfare also favored this approach, but it was least popular with persons earning over $16,000.

(i) High school students ranked "adult education open house" as the third best method (12.3%) to recruit potential students. This method received the most support from students earning $16,000 or more and also among students under 17 years of age.

(k) Brochures were the fourth most popular promotional method (11.7%). Brochures distributed at places of employment were most popular with males. Brochures mailed to the home were more popular with females than with males, and with lower socio-economic students

than with students earning over $16,000.

(l) The distribution of bumper stickers was not a particularly effective promotional technique in this research project.

(m) Students indicated that places of residence (21.1%) and employment (17.8%) were the best places to advertise adult education classes. Other places mentioned were through the schools (16.3%), church and civic organizations (14.1%), employment and social service agencies (12.1%). Least effective were stores (7.5%) and doctor/professional offices (4.4%).

Conclusion

1. Word-of-mouth promotion (from friends, family and current students) is the most effective means of recruiting potential students for adult education programs.

2. Promotional materials given by employers or available at places of employment were most successful in recruiting students. This method was more effective with individuals of a high socio-economic status than with those of a low socio-economic status.

3. Individuals of a low socio-economic status responded most favorably to newspaper advertisements, posters, brochures mailed to the home, information brought home by school children and course schedules.

4. The primary motivation of students enrolled in adult education classes was to obtain a high school diploma. A feeling of accomplishment and personal pride was the next reply most often given; getting a job, a better job and a GED equivalency certificate were often listed as motivation for enrolling.

This evaluation report has outlined the findings of the Promotional/Recruitment Cost Effectiveness Research Project. It is based

on data supplied from two questionnaires administered before and after dissemination of promotional materials designed for this study. Further research, based on Fall 1979 enrollment figures, is recommended to substantiate the conclusions of this report.

William G. Cunningham
Project Advisor
June 30, 1979

BIBLIOGRAPHY

Florida Department of Education

The Adult Education Community Services of the Florida Department of Education has developed an extensive publicity campaign which centers around the theme "Illiteracy, We Can't Afford It". The awareness campaign includes the development of a publicity kit, posters, fact sheets and a film which depicts the need for adult education in the lives of five Floridians.

Gyshers, Norman C., "Developing Effective Public Relations", Palo Alto, CA: American Institutes for Research in the Behavorial Sciences, 1976. Sponsoring agency: Office of Education (DHEW) Washington, D. C. 1976.

The module is designed to provide counselors and related personnel with the knowledge and skills needed to plan and carry out guidance-related public relations activities. To accomplish this goal, a number of learning experiences have been organized into a workshop format lasting approximately six hours. A separate Coordinator's Guide is also available.

Hardig, Robert J., "Relative Effectiveness of Dissemenation Practices Used By Illinois Public Community Colleges in Adult and Continuing Education", August 1976, (available from ERIC, ED143 378).

The article describes the effectiveness of various promotional methods as ranked by administrators, adult students, and adult non-students. Adult students ranked word-of-mouth highest followed by course schedules, college catalogs, flyers, newspaper ads and newspaper stories.

Jones, Rebecca Piper, "What is Adult Basic Education? A Community Training Project", June 1978, (Adult Learning Center, Warrenton, VA)

This brief final report outlines a one day Community Training Project designed to inform educational and community leaders of the services and benefits of the ABE program.

Nanara, J. L., Strate, J. W., "You Can. North Dakota's Adult Education Community Relations", 1977, Sponsoring agency: North Dakota State Department of Public Instruction, (available from ERIC, ED146 347).

This community relations handbook provides information and materials to help build effective public relations for the community adult education program. Contents include: establishing goals and objectives, use of newspapers and media, economizing on printed material, and effective promotional targeting.

APPENDICES

APPENDICES

1 Program Evaluation Review Techniques (PERT) Plan

2 Contract: Research and Design Consultants

3 Contract: Project Advisor

4 Audio-Visual Presentation Text

5 "Nate" Brochure

6 "Betty" Brochure

7 Story Book

8 ACT Posters

9 ACT III ON THE MOVE Newsletter

10 Gift Certificate

11 Bumper Stickers and Decal

12 Promotional Materials Distribution Map

13 ACT Promotional Questionnaire

14 Promotional Materials Assessment Interview

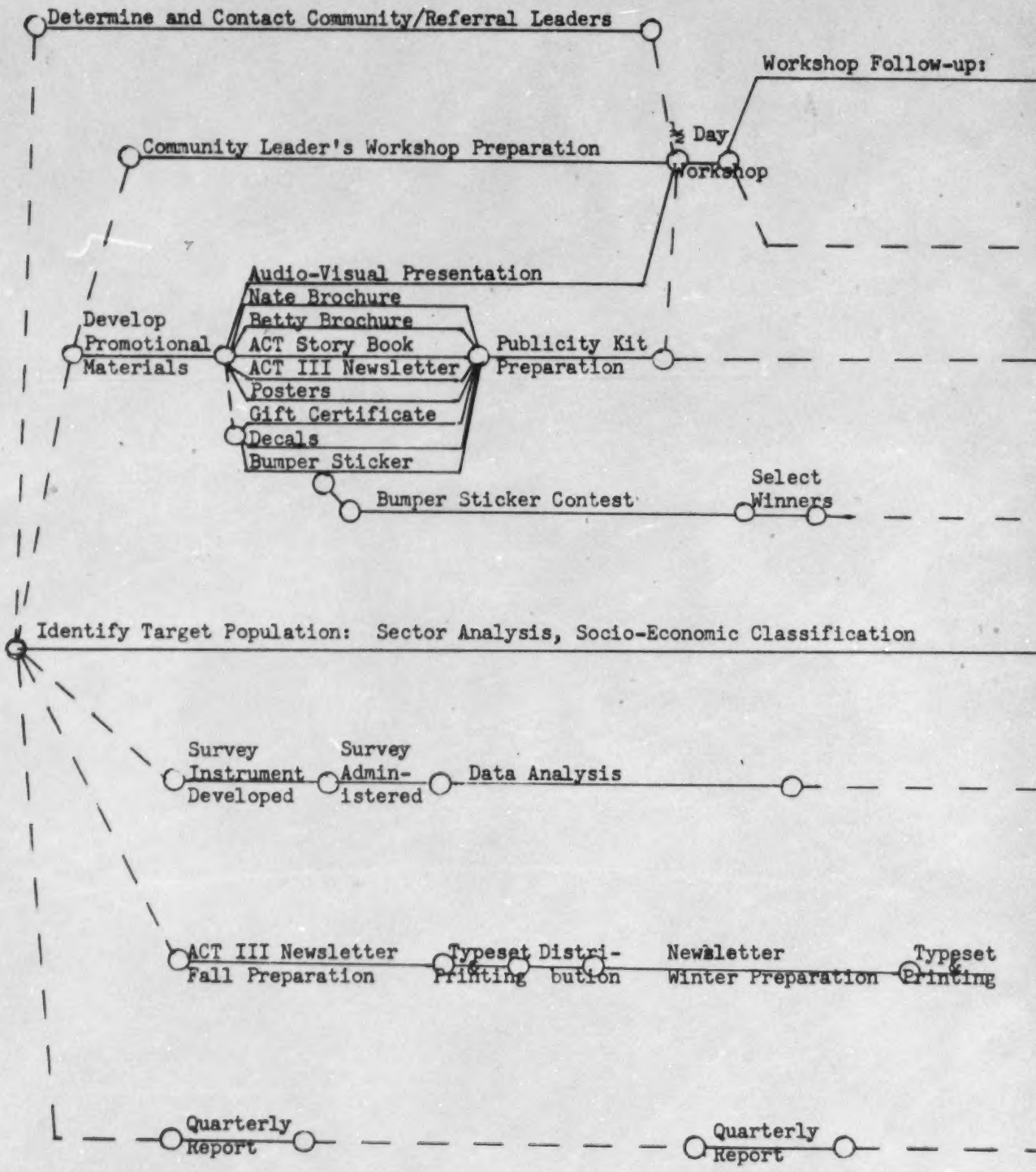
15 Letter of Invitation to Community Leader's Workshop

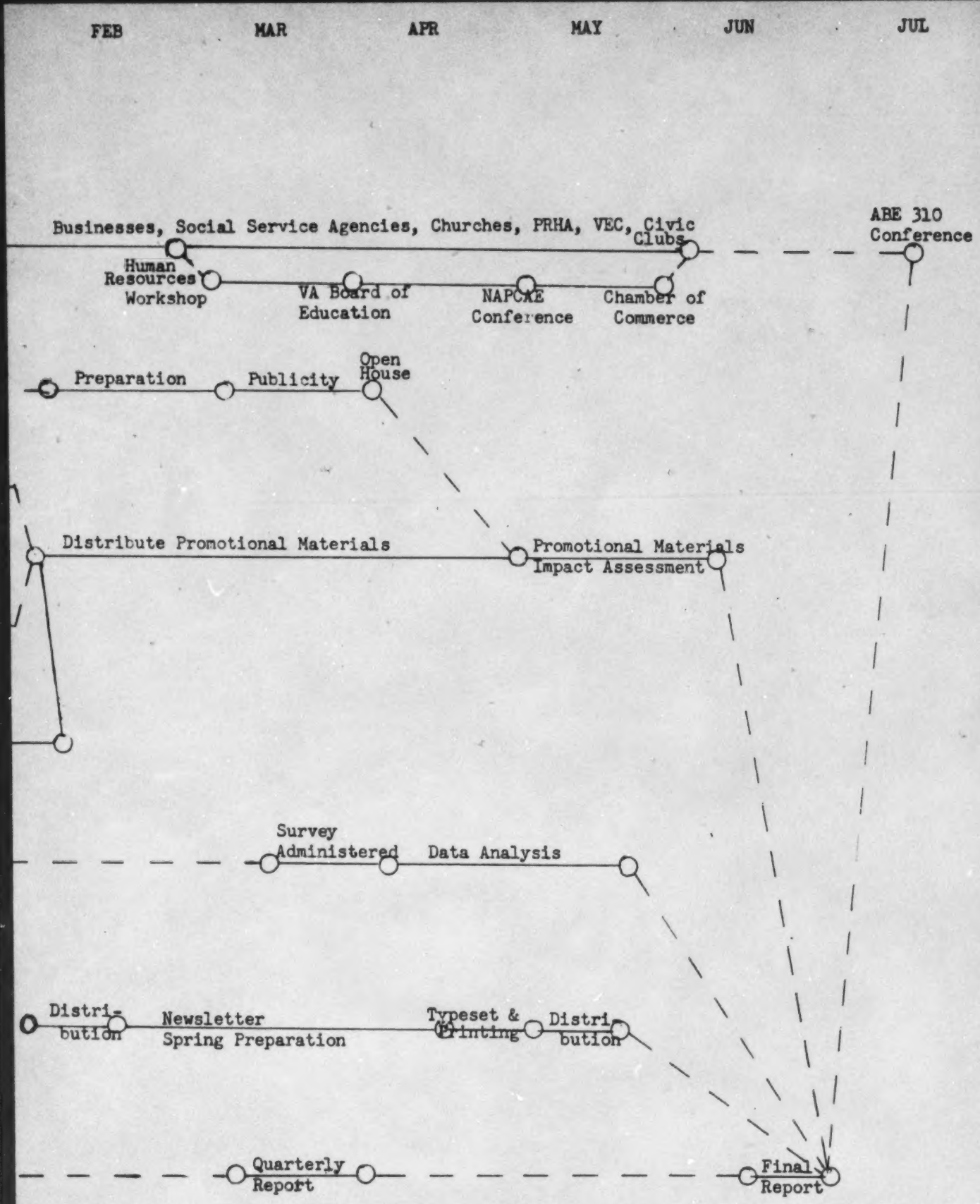
16 Talent/Model Release

17 Newspaper Publicity Articles

AUG SEPT OCT NOV DEC JAN

APPENDIX 1




FEB
MAR
APR
MAY
JUN
JUL
Businesses, Social Service Agencies, Churches, PRHA, VEC, Civic Clubs
ABE 310 Conference
Human Resources Workshop
VA Board of Education
NAPCAE Conference
Chamber of Commerce
Preparation
Publicity
Open House
Distribute Promotional Materials
Promotional Materials Impact Assessment
Survey Administered
Data Analysis
Distri-bution
Newsletter Spring Preparation
Typeset & Printing
Distri-bution
Quarterly Report
Final Report

APPENDIX 2

AGREEMENT

THIS AGREEMENT, entered into this 10th of October, 1978 by and between the Portsmouth Public School system, Department of Adult Education (herein called the 309 PROJECT) and
(herein called CONSULTANT/EVALUATOR).

WITNESSETH: THAT

WHEREAS, the 309 PROJECT desires to engage the services of the CONSULTANT/EVALUATOR as research and design consultants in the provision of certain professional educational services during the academic year 1978-79.

NOW THEREFORE, the parties do mutually agree as follows:

The CONSULTANT/EVALUATOR will:

(1) Draw a statistically valid sample of Portsmouth's socio-cultural groups based upon demographic, social and cultural identifiers and upon apportionment of the city into geographic sectors.

(2) Prepare and analyze necessary instruments and surveys. This will be done in order to determine the effectiveness impact and productivity of the various kinds of promotional material on selected audiences.

(3) Prepare the data for computer analysis, conduct statistical analysis, interpret the data, and report the results per point 4.

(4) Prepare quarterly reports due December 18, 1978, March 26, 1979 and a final report due June 4, 1979 per above points. The reports will indicate the degree to which the program's goals and objectives have been met, as well as the various promotional materials on specified audiences. The final report, a comprehensive evaluation document will also emphasize the utilization of adult education promotion and recruitment materials in other Virginia communities.

(5) Provide on-going consultation regarding project planning, design, implementation and evaluation, promotional/recruitment strategies and project development on an as needed basis.

Information necessary to complete above stated consulting services will be provided to the consultants by the project director (309 PROJECT).

COMPENSATION AND METHOD OF PAYMENT

The 309 Project agrees to pay the two CONSULTANT/EVALUATORS one thousand three hundred fifty dollars ($1,350.00) each which will constitute full and complete compensation by the 309 Project for the CONSULTANT/EVALUATORS services under this agreement. The $1,350.00 will be paid in five equal installments of $270.00 on October 30, 1078, December 31, 1978, February 28, 1979, April 30, 1979 and June 30, 1979.

The 309 Project reserves the right to terminate this agreement upon thirty days written notice with complete payment for services received to this date. No rights and duties hereunder shall accrue beyond the effective date of cancellation.

All public relations pertinent to this contractual agreement will be jointly planned and executed by the CONSULTANT/EVALUATORS, the Director of the 309 PROJECT and the Coordinator, Department of Adult Education for Portsmouth Public Schools.

IN WITNESS WHEREOF, the 309 PROJECT and the CONSULTANT/EVALUATORS have executed this contract as of the date first written above.

DATE _____ By _____
309 PROJECT, Director

DATE _____ By _____
CONSULTANT/EVALUATOR

DATE _____ By _____
CONSULTANT/EVALUATOR

APPENDIX 3

AGREEMENT

THIS AGREEMENT, entered into this 26th of September 1978 by and between the Portsmouth Public School system (herein called the PSS) and (herein called CONTRACTOR).

WITNESSETH: THAT

WHEREAS, the PSS desires to engage the services of the CONTRACTOR as a project advisor in the provision of certain professional educational services during the academic year, 1978-79.

NOW, THEREFORE, the parties do mutually agree as follows:

The CONTRACTOR will:

(1) Provide assistance to the project staff (PSS) in interpreting and defining the meaning of data analysis and evaluation findings, including all computer and statistical analysis, to clearly identify its meaning in relation to:

(1) the Recruitment/Promotional cost effectiveness Grant; (2) generalized promotion of educational programs; (3) policy implications for Portsmouth ABE programs; and, (4) related new grant proposals developed by PSS.

(2) Complete a mini-evaluation to determine the impact that various promotional methods of influencing individuals had on participants who signed up and actually attended Adult Education Courses (This effort will include (a) the development of a survey questionnaire; (b) the administration through classroom teachers of the questionnaire during the Fall of 1978 (week of October 23) and the Spring of 1979 (week of February 12) in Adult Education Classes; (c) an analysis of the data to identify differences in effectiveness of promotional activities by socio-economic, sex, and race status as well as a comparison between the Fall and Spring results; and, (d) a complete evaluation report documenting the methodology, instruments, analysis, findings, and implications (completed May 30, 1979) of the evaluation.

(3) Aid the project director in reviewing and critiquing the reports and recommendations of the consultant/evaluator.

(4) Aid project director in determining how the process, results and findings of the consultant/evaluator and project staff can best be applied for educational purposes and to aid in the development of ideas related to future grant proposals.

(5) Provide on-going advisement (from date of contract approval to May 30, 1979) regarding project planning, design, implementation and evaluation; operational procedures; and project development (meetings will occur on an as needed basis and will not exceed more than six (6) half-day (3 hrs.) meetings. This does not include meeting time required for completing tasks (1) thru (4). The first meeting will involve the joint development, by the project director (PSS) and contractor, of a Program Evaluation Review Technique (PERT) Plan for the entire project).

All needed information to complete above stated consulting services will be provided to the consultant by the Portsmouth Public School System. For instance, information regarding categories (different types) of promotional techniques and ways of measuring socio-economic status will be provided to the consultant by the PSS.

COMPENSATION AND METHOD OF PAYMENT

The PSS agrees to pay the CONTRACTOR one thousand dollars ($1000.00) which will constitute full and complete compensation by the PSS for the CONTRACTOR'S services under this agreement. The $1000.00 will be paid in three installments of $300.00 on November 1st, 1978, and $300.00

on February 1, 1979 and $400.00 on May 30th, 1979.

The Portsmouth Public School system reserves the right to terminate this agreement upon thirty days written notice with complete payment for services received to this date. No rights and duties hereunder shall accrue beyond the effective date of cancellation.

All public relation pertinent to this contractual agreement will be jointly planned and executed by the Contractor and the appropriate personnel of the Portsmouth Public School system.

IN WITNESS WHEREOF, the Portsmouth Public School System and the Contractor have executed this contract as of the date first written above.

DATE _____ By _____
Portsmouth Public School System

DATE _____ By _____
CONTRACTOR

APPENDIX 4

AUDIO-VISUAL PRESENTATION TEXT

1.	Busy street corner	In a society that thrives on new ideas, new facts, new skills and new attitudes,
2.	Adults in library	there is little room left for an adult who can't read, write, add and subtract.
3.	Woman studying globe	The rapid change of pace in our day and age has contributed to make lifelong learning almost a necessity rather than a convenience.
4.	Portsmouth Public Schools logo	The Portsmouth Public Schools have long recognized the need for lifelong learning and as a result the shcool system's Department of Adult Education
5.	Adult student	offers programs which are designed to meet the needs of our adults. These programs include pre-high school, high school credit and GED preparatory classes.
6.	ACT books	The pre-high school course of study known as ACT includes all academic offerings from grades one through eight.
7.	Adult student	ACT classes enable adults to work at their own pace in developing basic skills in reading and math.
8.	Side panel of box	While emphasis is placed in these two areas, students are also taught consumer skills and the value of civic participation.
9.	Money and checkbook	Practical matters like money management and
10.	Comparing prices on cans	comparison shopping, preparing job applications
11.	Completing applications	and income tax forms, and applying for community services such as
12.	Social Service building	Medicare or Social Security are covered in the course curriculum.
13.	ACT class	Students can enter ACT classes whenever they wish during the school term and choose from classes taught at several locations.
14.	Clarke School	Full-time day programs are available at the Adult Learning Centers housed in the S. H. Clarke Vocational Training Center
15.	Robert E. Lee School	and Robert E. Lee School.
16.	ACT classes	These centers are staffed by full-time teachers and aides and provide a concentrated program that allows a student to progress as rapidly as he is able.

17.	I. C. Norcom High School	The pre-high school programs are also taught in the evening at I. C. Norcom High School,
18.	Alf J. Mapp Jr. High School	Alf J. Mapp Jr. High School,
19.	Woodrow Wilson High School	Woodrow Wilson High School,
20.	Robert E. Lee School	Robert E. Lee School,
21.	Thomas Jeff. Community Center	Thomas Jefferson Community Center and the
22.	Naval Regional Medical Ctr.	Naval Regional Medical Center.
23.	Map of location sites	ACT classes located in various areas of the city allow students to take courses at a convenient location while enabling the school system to serve students where the need exists.
24.	Diploma	A second function of the Department of Adult Education is to provide an evening high school diploma program.
25.	AV material	This program, referred to as General Adult Education includes grades nine through twelve and is taught at Woodrow Wilson and I. C. Norcom during the evening.
26.	Secretary with transcript	This program is accredited by the State Board of Education. Sixteen units of high school credit are required for a diploma which must be earned in grades nine through twelve.
27.	AV English	Nine of these units are requirements in English, Math, Science and Social Studies.
28.	Auto technology	The remaining seven credits may be selected from among the many electives offered which include
29.	Auto technology	Auto technology and art,
30.	Typewriter	Typing and woodshop,
31.	Home Economics class	Homemaking and Black History.
32.	Graduation class	Each year between forty and fifty students receive diplomas through the evening high school program.
33.	Older graduate	The wide range of ages among the graduates reflects the diverse population these evening schools serve.

34.	Adult Education office	Each year more and more graduates request admission recommendations for college from the Department of Adult Education.
35.	Mechanical Drawing	This indicates that many of our evening school graduates are considering further education after graduation.
36.	High school class	The evening high school program has served as a key stepping stone for many of the graduates.
37.	Homemaking class	A third program of the Department of Adult Education includes special services.
38.	Homemaking class	Portsmouth Schools have always provided for persons with special needs and the Department of Adult Education shares this philosophy.
39.	ACT class	The most popular of these special services is the General Education Development testing program. Often referred to simply as GED
40.	Exam	the program offers a high school equivalency certificate upon successful completion of a comprehensive examination.
41.	GED prep class	In order to prepare individuals for this exam a program of instruction is also offered at the evening high schools.
42.	GED prep class	The increasing popularity of the GED program is attributable to several factors.
43.	GED and High School text-books.	First, the amount of time involved in attaining the equivalency diploma is considerable shorter than the time required to obtain a diploma through the evening high school credit program.
44.	Virginia Employment Commission	Secondly, many employers and colleges accept the GED exam results as a valid measure of a person's knowledge.
45.	GED student	Thirdly, the GED exam is a low cost option which most people can afford.
46.	GED pamphlet	The GED examinations are prepared by the American Council on Education and periodically revised and updated.
47.	Adult Education sign	As an official GED examination site the Ports-smouth Department of Adult Education administers the exam to approximately 600 persons annually.

48. Counseling	Another important service offered is counseling. Large numbers of students are
49. Counseling	counseled each year with regards to a wide variety of concerns. Adults seeking advice on course selections, job and career opportunities, program information,
50. Counseling	and even occasional personal difficulties are given direction, support, and guidance by the competent counselors and specialists.
51. Testing	A third special service provided is testing. Periodically, persons wish to be tested to determine grade levels for entering
52. Testing	adult education programs, or for admittance to training programs such as beauty or nursing schools. The testing services are provided free as a public service by the Department of Adult Education.
53. Adult Education Office sign	The department also provided assistance to its students in securing supplementary educational benefits, such as
54. Veteran student	social security payments and veterans compensation for school attendance. The department is particularly proud of its service in relation to veterans.
55. Veterans' Office	Because of the department's efforts adult education programs throughout the state were able to continue to offer full-time VA benefits for participation in adult education programs.
56. Driver's Manual	Many adult students have specific goals when enrolling in Adult Education programs such as taking a driving test,
57. Child with homework	helping children with their homework,
58. Studying for citizenship	acquiring English skills to obtain citizenship,
59. Bank teller	preparing themselves to obtain a better job, or become more knowledgable consumers.
60. Athlete running	Lifelong learning may be compared to the training of an athlete.
61. Office machine	Both the learner and the athlete must first learn the basic skills and how to apply them.

62.	Woodshop class	Learning is not easy and like any sport it takes determination and practice. For the well trained athlete and learner the determination and practice
63.	Smiling student	are often rewarded by financial gain, personal recognition, or an accomplishment in which one might take a great deal of pride.
64.	Brochures	A program the size and scope of the one offered through the Portsmouth Public Schools requires a great deal of work in preparing and planning before students ever enter a classroom.
65.	Adult Education office	These preparations begin at the offices of the Department of Adult Education which are located in the Clarke Vocational Training Center.
66.	Staff	A staff of four people works to maintain smooth operations.
67.	Adult Education Coordinator	The coordinator is primarily concerned with planning the activities of the department which extend opportunities for adults to learn.
68.	School planning	Plans are first coordinated with the school system as a whole.
69.	Inter-agency planning	Strategies and approaches are then refined by the Adult Education Planning Council and translated into proposed programs, services and methods of funding.
70.	Inter-agency planning	The needs of the community, other city agencies and individual students are incorporated into the planning process. Recent years have seen the development of
71.	Inter-agency planning	inter-agency cooperation. The Department of Adult Education now plans programs in cooperation with Community Education,
72.	Inter-agency planning	Tidewater Community College, the Virginia Employment Commission,
73.	Inter-agency planning	Portsmouth Redevelopment and Housing Authority, Junior Achievement and numerous other agencies.
74.	You Can logo	Portsmouth's Department of Adult Education seeks to help adults to more fully develop their potential and obtain goals which they could not reach if the department's programs did not exist.

75.	Student	The adult education programs are just one example of the numerous services made available
76.	Student	by the Portsmouth School Board to Portsmouth residents.
77.	Student	Whether it is an adult,
78.	Student	an out of school youth or an eligible day school student, the Portsmouth School System provides
79.	Students	many opportunities for each individual to reach his
80.	Busy street corner	full potential and become a more productive member of society.

Portsmouth Public Schools
Department of Adult Education
2601 Turnpike Road
Portsmouth, Va. 23707

Betty felt frustrated.

You see, Betty was a good wife and mother but she couldn't read or write very well—or add or subtract. Shopping and paying bills was hard for Betty because of this.

But one day, Betty decided she'd had enough. She got into the ACT.

What is ACT?

ACT is a program for adults.

Like Betty, ACT students simply want to improve their basic skills in reading, writing, English, arithmetic or history. With the ACT program, they can. At their own pace, too.

Who can get into the ACT?

Anyone 17 or older who feels that he or she needs help in reading, writing, English or arithmetic.

ACT — IT'S FREE!

State and federal governments and your local school board are paying for this program. All books and materials are also free.

Why should you get into the ACT?

For the same reasons that Betty got her ACT together. Betty did something about her lack of education. Now, she feels confident paying bills and shopping; she can even help her children with their homework.

Following her success in the ACT program, Betty decided to go on to night high school for her GED certificate. She felt this would help her get a good job.

How can I help a friend?

You might not need help, but you may know of relatives or friends who do. Betty got her husband to sign up and it helped him get a better job. If you know of anyone who needs this help, be sure to tell them about the ACT program.

ACT CENTERS—DAY STUDY

Each center is open daily from 8 a.m. to 4 p.m. There is no charge for attending and you may set your own hours of study. Registration is being accepted daily at each ACT Center.

ACT Centers are located at the following sites:

S. H. Clarke Vocational Training Center
2801 Turnpike Road
Rooms 13 - 14
397-3895

Robert E. Lee School
1300 Duke Street
Third Floor
393-8575

Day centers are VA approved. ACT Center personnel will assist eligible veterans in applying for educational benefits.

ACT CENTERS — NIGHT STUDY

ACT classes are held in the following evening schools:

I.C. Norcom High School
M-W 6:30 - 10:00 p.m.
Woodrow Wilson High School
T-Th 6:30 - 10:00 p.m.
Alf J. Mapp Junior High School
T-Th 7:00 - 9:30 p.m.
Robert E. Lee School
T-Th 7:00 - 9:30 p.m.
Thomas Jefferson Community Center
T-Th 6:00 - 8:30 p.m.

Register now at the center where you will attend class.

Night Centers are VA approved. Eligible veterans must apply at the ACT Administrative Offices, 2801 Turnpike Road, Room 15. Call 393-8822 for further information.

ACT NOW

you can

Portsmouth Public Schools
Department of Adult Education
2601 Turnpike Road
Portsmouth, Va. 23707

When he could find work,
Nate Jackson had some hard times.

You see, Nate couldn't read or write very well – or add or subtract.

Finding a job was hard.

And keeping it was even harder.

But one day, Nate decided he'd had enough. That day changed Nate Jackson's life.

He got into the ACT.

What is ACT?

ACT is an educational program for adults who have trouble finding or keeping a job.

Like Nate Jackson, ACT students simply want to improve their basic skills in reading, writing, English, arithmetic or history. With the ACT program, they can. At their own pace, too.

Who can get into the ACT?

Anyone 17 or older who feels that he or she needs help in reading, writing, English or arithmetic.

ACT – IT'S FREE!

State and federal governments and your local school board are paying for this program. All books and materials are also free.

Why should you get into the ACT?

For the same reasons that Nate Jackson got his ACT together. Nate was tired of being held back by his lack of education. Now, his earning power is increased. And Nate's self-confidence is much improved, which shows on the job.

Following his success in the ACT program, Nate decided to go on to night high school for his GED Certificate.

How can I help a friend?

You might not need help, but you may know of someone who does. If you know of relatives, friends or employees who need this help, be sure to tell them about the ACT program.

ACT CENTERS – DAY STUDY

Each center is open daily from 8 a.m. to 4 p.m. There is no charge for attending and you may set your own hours of study. Registration is being accepted daily at each ACT Center.

ACT Centers are located at the following sites:

S. H. Clarke Vocational Training Center
2801 Turnpike Road
Rooms 13 - 14
397-3895

Robert E. Lee School
1300 Duke Street
Third Floor
393-8575

Parkside Community Center
715 Summers Place
397-7834
(8:00 a.m. - 12 noon)

Day centers are VA approved. ACT Center personnel will assist eligible veterans in applying for educational benefits.

ACT CENTERS – NIGHT STUDY

ACT classes are held in the following evening schools:

I. C. Norcom High School
M–W 6:30 - 10:00 p.m.
Woodrow Wilson High School
T–Th 6:30 - 10:00 p.m.
Alf J. Mapp Junior High School
T–Th 7:00 - 9:30 p.m.
Robert E. Lee School
T–Th 7:00 - 9:30 p.m.
Thomas Jefferson Community Center
T–Th 6:00 - 8:30 p.m.

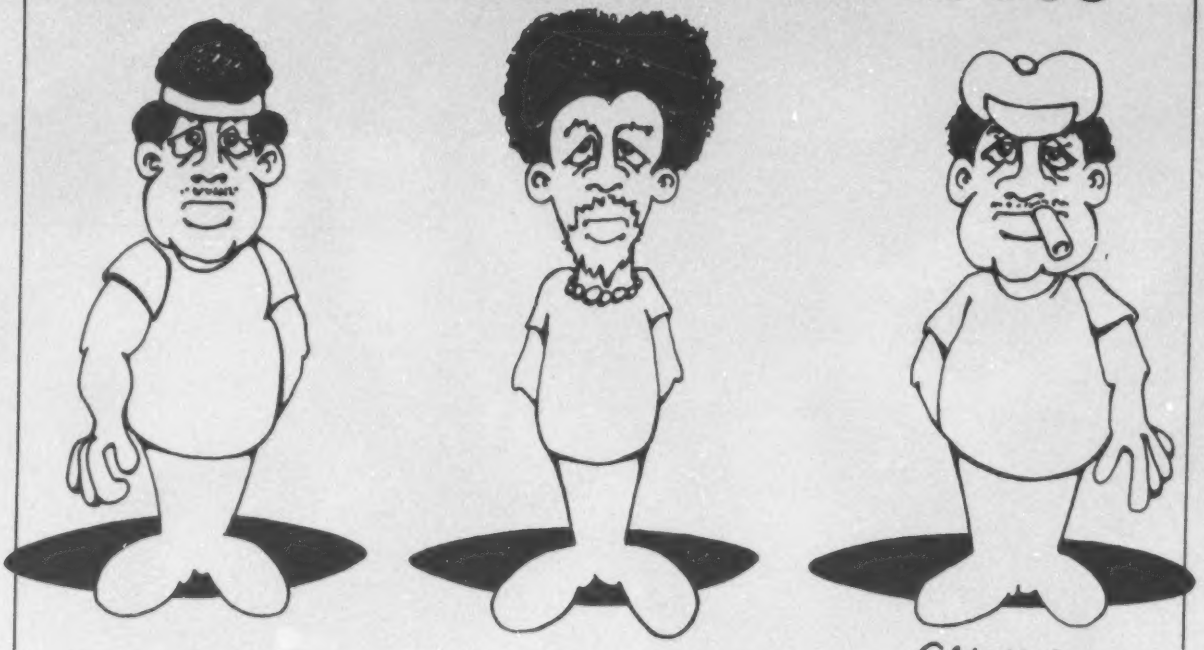
Register now at the center where you will attend class.

Night Centers are VA approved. Eligible veterans must apply at the ACT Administrative Offices, 2801 Turnpike Road, Room 15. Call 393-8822 for further information.

ACT NOW

GETTIN' IN THE ACT
BUS
WHAT'S HAPPENIN' HERE?
WHY DON'T YOU LOOK INSIDE AND FIND OUT?
MEN WORKING
PRICE: FREE

THE JEFFERSON STREET HALL OF FAME...



MEL BROWN

CAN'T READ. BUT IN 1967, HE RAN A 9.6 100. TODAY, HE JUST RUNS FROM THE WRITING ON THE WALL.

JOE BAILEY

CAN'T READ OR WRITE. BUT IN 1970, HIS MAIN LINE WAS HOW COOL IT WAS TO DROP OUT. TODAY HE JUST MAINLINES. PERIOD.

CALVIN "HELICOPTER" CLARK

CAN'T SPELL HIS OWN NAME. BUT IN 1971, HIS KNOWLEDGE OF THE GAME MADE HIM KING OF THE PLAYGROUND. TODAY, THE ONLY LESSON HE'S LEARNED IS YOU CAN'T PLAY FOREVER.

• NOT EVERYONE CAN BE A SUPERSTAR •

IMPROVE YOUR READING, WRITING AND ARITHMETIC. GET INTO THE ACT. ADULT CONTINUING TRAINING. CALL 393-8822

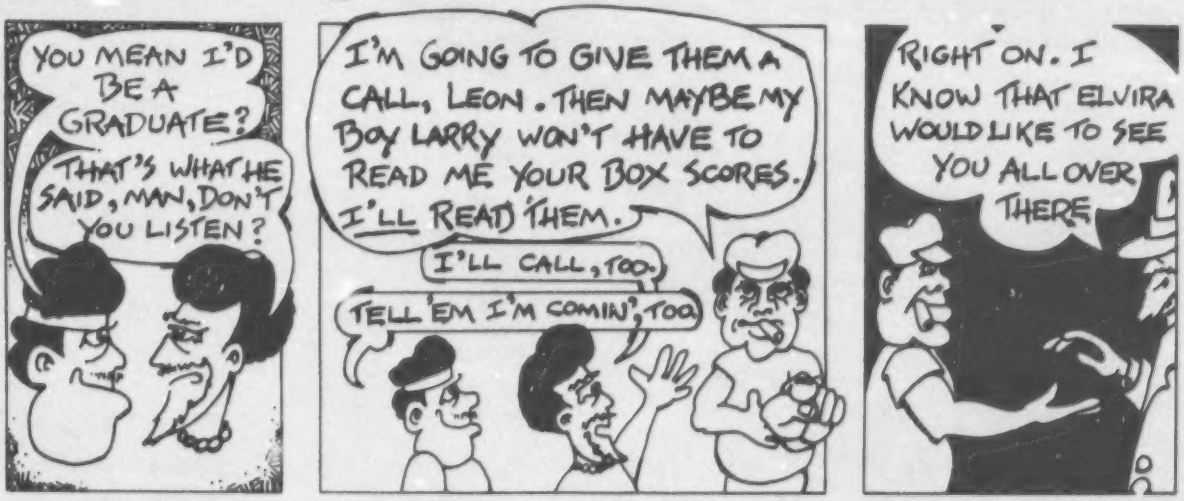
JEFFERSON STREET HALL OF FAME

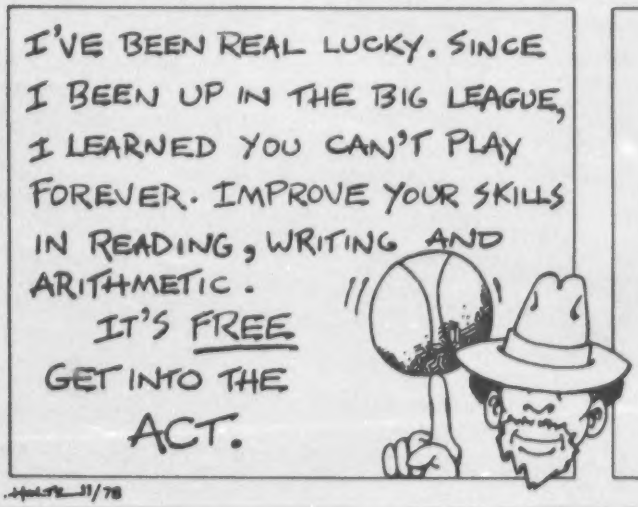
STORY : SIMON RUEBENS
ART : ROSS HOLTZ

WHO'S THAT COMIN' UP THE STREET?
IT'S LEON! GUESS HE COME BACK TO MAKE SURE WE STILL POOR-HA!
HE GOTTA BREAK, MAN. NOW HE'S PLAYIN' IN THE NBA, HE WON'T BE POOR NO MORE! HA! HA!
HEY, BRO, WHAT'S HAPPENIN' AROUND HERE?
NOTHIN' SINCE YOU LEFT. YOU IS LOOKIN' GOOD. LOOK AT THOSE THREADS!
PLAYGROUND BEEN REAL QUIET, LEON. I REMEMBER WHEN WE'D GO AT IT, I'D PUT IT BACK IN YOUR FACE.
BUT THAT'S WHEN YOU WERE 22, CALVIN...
...AND I WAS JUST 12!
I HEAR YOU BEEN DOIN' REAL WELL. MY BOY LARRY FOLLOWS YOUR NAME IN THE PAPER EVERY DAY. WISH I COULD READ IT.
I'VE BEEN REAL LUCKY. AFTER I WENT HARDSHIP, I WASN'T SURE I'D MAKE IT. MOST EVERYBODY UP THERE CAN PLAY.
AND MOST OF THE GUYS THEY LET GO CAN PLAY, TOO. LIKE I SAID, I'VE BEEN REAL LUCKY. WHAT'VE YOU GUYS BEEN DOIN'?

HEY, WHAT'S GOIN' DOWN AROUND HERE?
LEON, WHAT IS THIS, A TRIAL?
I'M STILL COOL, MAN.
I SLAMMED OVER ROGER TILLMAN YESTERDAY.
YOU GUYS WORKIN'?
IT'S KINDA TOUGH WHEN YOU CAN'T READ VERY GOOD.
WHY DON'T YOU GUYS GET INTO THE ACT?
GET INTO THE ACT?
WHAT'S THAT?
MY SISTER ELVIRA TEACHES IN THE ACT PROGRAM. IT'S FOR ADULTS WHO NEED TO IMPROVE THEIR READING, WRITING AND ARITHMETIC SKILLS.
LEON, WE GOT THE TIME, BUT WE DON'T GOT THE MONEY TO GO TO NO CLASSES.

COOL, JOE. IT'S FREE.
AND THE BOOKS ARE FREE, TOO. THEY'RE NIGHT CLASSES. YOU JUST HAVE TO SHOW UP AND WORK AT YOUR OWN PACE.
HOW DO YOU GET IN?
JUST CALL 393-8822
THEY'LL TAKE YOU EVEN IF YOU CAN'T READ REAL GOOD?
THAT'S WHAT IT'S ALL ABOUT, MAN. FACE IT, THE BETTER YOU CAN READ OR WRITE OR ADD, THE BETTER JOB AND MONEY YOU'LL GET. AND ONCE YOU GET OUT OF THE ACT PROGRAM, YOU CAN GO ON FOR YOUR GED. THAT'S THE SAME AS A HIGH SCHOOL DIPLOMA.


YOU MEAN I'D BE A GRADUATE?
THAT'S WHAT HE SAID, MAN, DON'T YOU LISTEN?
I'M GOING TO GIVE THEM A CALL, LEON. THEN MAYBE MY BOY LARRY WON'T HAVE TO READ ME YOUR BOX SCORES. I'LL READ THEM.
I'LL CALL, TOO.
TELL 'EM I'M COMIN', TOO
RIGHT ON. I KNOW THAT ELVIRA WOULD LIKE TO SEE YOU ALL OVER THERE.


I'VE BEEN REAL LUCKY. SINCE I BEEN UP IN THE BIG LEAGUE, I LEARNED YOU CAN'T PLAY FOREVER. IMPROVE YOUR SKILLS IN READING, WRITING AND ARITHMETIC.
IT'S FREE
GET INTO THE ACT.

Get your ACT together.
Call 393-8822
ACT
Adult Continuing Training

GLENDA JACKSON:

TWO BABIES. ONE WELFARE CHECK.

·NO MOVES LEFT·

IF NO ONE ELSE WILL HELP YOU, HELP YOURSELF.
IMPROVE YOUR READING, WRITING AND ARITHMETIC.

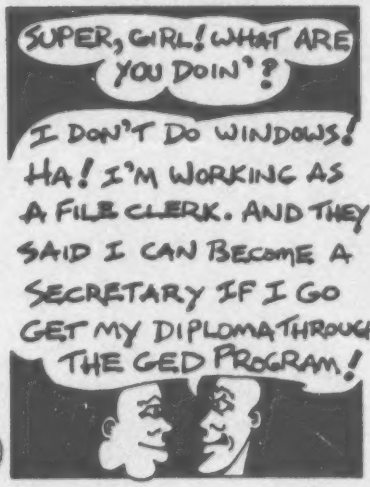
GET INTO THE ACT.

NO MOVES LEFT

STORY: SIMON RUEBENS
ART: ROSS HOLT

HEY, GLENDA! HOW YOU BEEN?
I'M TRYIN', PAULINE. I'M TRYIN'. I'VE BEEN LIVIN' WITH MY FOLKS.
OH... I GUESS YOU HAVEN'T HEARD FROM RAYMOND?
IT'S BEEN TWO MONTHS NOW. I THINK HE'S GONE FOR GOOD. JUST UP AND DISAPPEARED LIKE MY DADDY DID.
YOUR DADDY CAME BACK... RAYMOND WILL, TOO!
WHAT'RE YOU GOING TO DO, GLENDA?
I DON'T KNOW. IT'S GETTIN' HARDER AND HARDER FEEDIN' MY BABIES WITH THAT WELFARE CHECK.
ARE YOU GOING TO GET A JOB?
I'VE TRIED, BUT I CAN'T. NO ONE WILL HIRE ME. I DROPPED OUT WHEN I WAS 16 TO HAVE RAY JR.
WHY DON'T YOU DO WHAT MY BROTHER JERRY IS DOING?
WHAT'S THAT?
HE GOT INTO THE ACT!
SAY WHAT, GIRL?
BUS STOP
ACT. IT'S A PROGRAM FOR ADULTS WHO WANT TO GET BETTER IN READING, WRITING AND ARITHMETIC. AND IT'S FREE!
HOW IS JERRY DOING?
REAL WELL. FOR THE FIRST TIME, HE LIKES SCHOOL. HE SAYS HE LIKES IT BECAUSE THEY LET EVERYONE LEARN AT THEIR OWN PACE. WHY DON'T YOU TRY?
MY FOLKS WORK DURING THE DAY. WHO WOULD CARE FOR MY BABIES?
ACT CLASSES ARE HELD AT NIGHT. COULD YOUR FOLKS TAKE CARE OF THEM THEN?
I GUESS SO. I THINK I'LL GIVE IT A TRY!
TRT

SOME TIME LATER...
HEY, GLENDA! MY, YOU'RE LOOKIN' PRETTY! JERRY SAID YOU'RE DOIN' GREAT AT SCHOOL!
THEY REALLY HELPED ME A LOT. I LIKE WORKING AT MY OWN PACE. AND GUESS WHAT? I'VE GOT A PART-TIME JOB!


SUPER, GIRL! WHAT ARE YOU DOIN'?
I DON'T DO WINDOWS! HA! I'M WORKING AS A FILE CLERK. AND THEY SAID I CAN BECOME A SECRETARY IF I GO GET MY DIPLOMA THROUGH THE GED PROGRAM!

ACT now for a better tomorrow.

Call 393-8822

ACT

Adult Continuing Training.

NEVER TOO LATE

STORY : SIMON RUEBENS
ART : ROSS HOUSE

WHEN I WAS YOUR AGE, WILLIE, I DIDN'T THINK I'D BE HERE ALL MY LIFE, BUT HERE I AM.
WHY'D YOU STAY, BUCK?
SAME OLD STORY. GOT MARRIED. HAD A FAMILY. DIDN'T LIKE SCHOOL, SO I NEVER WENT BACK. BEEN OUT ON WORKSITES LIKE THIS FOR 25 YEARS NOW. GUESS YOU COULD SAY I'M THE EXPERT DITCH DIGGER.
YEAH. I DROPPED OUT, WENT TO NAM. THIS IS A PIECE OF CAKE COMPARED TO NAM. BUT I'M NOT GOING TO BE SLINGIN' NO SHOVEL THE REST OF MY LIFE. NO WAY!
SEE THAT NEW FOREMAN THERE? HE 'BOUT 20 YEARS OLD. NO WAY HE CAN KNOW AS MUCH ABOUT THIS JOB AS I DO. I SHOULD BE A FOREMAN.
WHY DON'T YOU TRY FOR JOBS LIKE THAT? YOU'VE GOT THE EXPERIENCE.
THEY SAY YOU NEED A HIGH SCHOOL EDUCATION
BUCK, DO YOU REALLY WANT A JOB LIKE THAT?
YOU BET. THAT SHOVEL GETS MIGHTY HEAVY IN THE AFTERNOON. I'D LIKE TO LEAVE ALL THIS WORK TO YOUNG BUCKS LIKE YOU — NOT OLD BUCKS LIKE ME. HA!

I'VE GOT A SECRET FOR YOU, BUCK. I'M GETTING OUT. I'M GETTING INTO THE ACT. WANNA COME?
WHAT DO YOU MEAN?
ACT IS FOR DUDES WHO NEED TO IMPROVE THEIR READING AND ARITHMETIC. THEY GIVE YOU ALL THE BOOKS AND YOU WORK AT YOUR OWN PACE. BEST THING IS IT'S FREE!
HOW LONG YOU BEEN GOIN'?
TWO WEEKS NOW. I GET A LOT OF HELP THERE. MY OLD MAN GOES, TOO.
WHAT'S THIS ABOUT YOUR OLD MAN?
HE'S A JANITOR AT A JUNIOR HIGH SCHOOL. HE LIKES ACT BECAUSE THEY HELP HIM WITH HIS READING. AND HE LIKES THE DUDES HIS AGE HE STUDIES WITH.
DOES ACT HAVE ANYTHING TO DO WITH SOME GED PROGRAM? I HAVE A COUSIN JUST GOT HIS HIGH SCHOOL DIPLOMA THAT WAY.
ACT CAN PREPARE YOU FOR THE GED PROGRAM IF THAT'S WHAT YOU WANT. I'M GOING FOR MY GED ONCE I GET MY ACT TOGETHER. WANNA COME?
I THINK I HAVE TO. MY BACK CAN'T TAKE THIS WORK NO MORE. AND IF I BECOME FOREMAN, I'LL SURE LIKE THAT EXTRA GREEN.

BUCK AND WILLIE WORKED BY DAY...
AND STUDIED BY NIGHT...
BY THE END OF THE SUMMER...
BUCK, I GOT THE JOB! I'M LEAVIN' NEXT WEEK! I'M MANAGIN' TRUCK DELIVERIES AT THE WAREHOUSE. HAVE YOU HEARD ANYTHING?
I'M GOIN' TO BE OUT OF HERE SOON MYSELF! I TOLD MR. JENKINS I'LL HAVE MY DIPLOMA IN 5 WEEKS. HE SAID THEY NEED A FOREMAN NEXT MONTH FOR A NEW PROJECT GOIN' UP AND THEY WANT ME! SOON AS I GET MY DIPLOMA I'M DROPPIN' THIS SHOVEL!
I KNEW WE COULD DO IT, BUCK!
WILLIE, NO MATTER HOW OLD YOU ARE, IT STILL IS GOOD TO GET INTO THE ACT!

WHAT IS ACT?

ACT is a program of day or night study for adults.

ACT students simply want to improve their basic skills in reading, writing, arithmetic. With the ACT program, they can. At their own pace, too.

WHO CAN GET INTO THE ACT?

Anyone 17 or older who feels that he or she needs help in reading, writing, English or arithmetic.

ACT—IT'S FREE!

State and federal governments and your local school board are paying for this program. All books and materials are also free.

Register now. Night Centers are VA approved. Call 393-8822.

ACT CENTERS—DAY STUDY

Each center is open daily from 8 a.m. to 4 p.m. There is no charge for attending and you may set your own hours of study. Registration is being accepted daily at each ACT Center.

ACT Centers are located at the following sites:

S.H. Clarke Vocational Training Center
2801 Turnpike Road
Rooms 13-14
397-3895

Robert E. Lee School
1300 Duke Street
Third Floor
393-8575

Day centers are VA approved. ACT Center personnel will assist eligible veterans in applying for educational benefits.

ACT CENTERS—NIGHT STUDY

ACT classes are held in the following evening schools:

I.C. Norcom High School
M-W 6:30-10:00 p.m.
Woodrow Wilson High School
T-Th 6:30-10:00 p.m.
Alf J. Mapp Junior High School
T-Th 7:00-9:30 p.m.
Robert E. Lee School
T-Th 7:00-9:30 p.m.
Thomas Jefferson Community Center
T-Th 6:00-8:30 p.m.

Portsmouth Public Schools
Department of Adult Education
2801 Turnpike Road
Portsmouth, Va. 23707

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Office of Education, and no offic
endorsement by the U.S. Office
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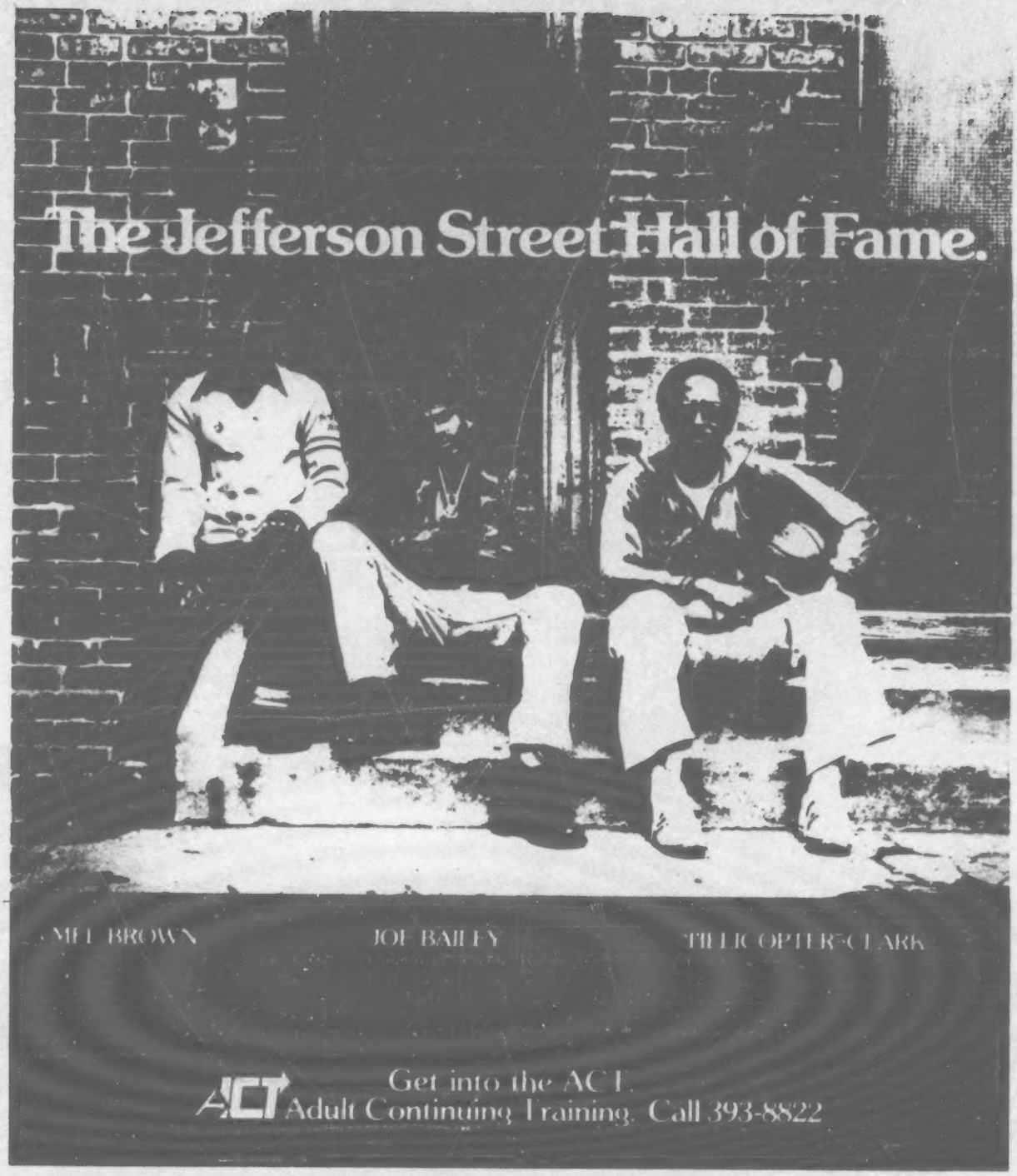
The Jefferson Street Hall of Fame.
MEL BROWN
JOE BAILEY
HELICOPTER CLARK
ACT
Get into the ACT.
Adult Continuing Training. Call 393-8822

Glenda Jackson.

Two babies. One welfare check. No moves left.

Get into the ACT.
ACT Adult Continuing Training. Call 393-8822

At age 47, Buck Jones traded in his shovel by getting into the ACT.

Now he's the boss.

Improve your reading, writing and arithmetic.

Get into the ACT.
ACT Adult Continuing Training. Call 393-8822

ACT III ON THE MOVE

VOLUME 1, NUMBER 2 WINTER, 1979

Community Leaders Hear Problems of Adult Illiteracy

Two workshops were held in December to inform community leaders of the problem of adult illiteracy in Portsmouth. ACT III reporters were there to record highlights of the events.

"When you walk down a street in Virginia, every other person you see doesn't have a high school diploma. This means that there are over one million adults state-wide who have not completed high school (52% of the population). In Portsmouth it is estimated that as many as 35,000 adults have not successfully completed high school." These were some of the startling figures which Lennox McLendon quoted to some 90 participants in the Community Leaders' Workshops.

Mr. McLendon is an assistant supervisor for the state in adult education services. He came to tell Portsmouth's business, government, church and education leaders that they are a vital link between the city's undereducated adults and the services which are provided by the Portsmouth School's Department of Adult Education. Since many undereducated adults cannot read, recruitment techniques involving brochures or printed material often are not as effective as the personal referral which an individual in a social service agency, school, church or business is able to provide.

"In Portsmouth . . . as many as 35,000 adults have not successfully completed high school."

To emphasize the gravity of the situation, McLendon said, "In a world of instantaneous innovation and information diffusal you have to be able to read and interpret information to stay on the job and function competently in society. If one person out of the potential taxpaying, civic-participating population is functionally illiterate and can't be actively involved in the community, then there is a tremendous loss of both manpower and revenue to the city."

McLendon told the group that between 1966 and 1976 U.S. workers with a high school diploma increased by 10%, and that at least 10% of the blue collar workers had one year of college. "Jobs are demanding more education and workers are becoming more educated." The gap between the illiterate and society's demand for qualified employees is ever-widening.

In addition to the well-established relationship between a person's education and income, there are also important relationships between education and that person's motivation to self-improvement, his capacity to be a productive member of society and a responsible citizen, and his influence on others, particularly his children.

Better Education Brings Better Jobs

Portsmouth City Councilman J. Robert Gray, a product cost analyst with the Ford Motor Company spoke on the impact of the undereducated on business. "The estimated annual national loss from decreased productivity and social-welfare expenses totals six billion dollars," Mr. Gray said.

Mr. Gray also examined the relationship between education and income. "Incomes among high school graduates," he said, "are double the income of those with less than eight years of school." One of the most telling indications of how schooling is related to earnings is the scorecard on lifetime income and how it varies by educational levels. Not only is lifetime income higher for the high school graduate than for those with less than twelve years of school, but that difference has increased by 17% over just the past five years."

"Incomes among high school graduates are double of those with less than eight years of school."

Speaking as a business executive, Mr. Gray told the workshop participants that business and industry depend heavily on educational systems to give them trained and qualified potential employees. Mr. Gray spoke of the need for

(continued on next page)

Lennox McLendon, state Assistant Supervisor for adult education, addresses ACT workshop.

Councilman J. Robert Gray

cooperation between education and the public and private sectors of society in order to assure that adult education programs help make adults employable or better and more productive employees.

"It remains in the best interests of business and industry as well as the many other organizations which you represent," he told the participants in conclusion, "to be concerned about and supportive of what is happening in education not only today but also in the future."

Attitude Key To Motivation

Ms. Phyllis Heberling, an associate professor of speech, spoke at the second workshop on communication and motivation. She described the communication process as "the sharing of another's experiences". The use of empathy, careful listening and an encouraging attitude were cited as important ingredients in the communication process.

"Encouragement lessens one's fears."

Noting that motivating someone to return to school is not always an easy task, Ms. Heberling gave a few hints on developing an encouraging attitude. "Encouragement lessens one's fears," she said, "this is particularly important when the individual has had negative experiences. Helping the person better appreciate his or her own talents improves that person's self-esteem and doesn't allow him to become preoccupied with past failures."

Never Too Late To Get Ahead

At 44, Mr. Ernest Hanks thought he was too old to get a high school education. But at the urging of his wife, he went back to night school in 1973. Four years later after attending Norcom and Wilson High School four nights a week he received his high school diploma. Hanks called the day in 1977 when he received his diploma "one of the happiest days in my life, I was a proud man."

Mr. Hanks is now an honor student at Tidewater Community College and will receive an associate degree in community and social services this spring. Responding to several questions addressed to him from the audience, Mr. Hanks told the group that he did not feel out of place being older than many of the other students.

"The older student is perhaps more motivated to learn," Hanks said, "since many have been rejected from job opportunities because of the lack of a high school diploma. When you get turned away often enough you begin to realize that you need that piece of paper and can't make it in this world without it."

When asked why he went back to high school, Hanks replied that basically he wanted to get ahead and to make more money. He hopes some day to work with drug rehabilitation programs or with delinquent teenagers using the knowledge and experience he has gained from his education.

ACT Teachers Attend Reading Workshop

Five Portsmouth ACT teachers participated in a reading workshop during a one and one-half day session in Petersburg. The workshop was conducted by staff members of James Madison University and the state Adult Education Service.

Teaching methods, instructional materials, and diagnostic procedures were presented on teaching reading to adults.

"Teaching adults to read is the first priority of state adult education programs," said Lennox McLendon, Assistant Supervisor for the Adult Education Service. The adult reading workshop held in Petersburg was one in a statewide series.

Those representing Portsmouth Adult Education were Lynn Cox, Jenny Sarratt, Angelia Sanders, Helen Taylor, and Mary Burroughs.

Adult Education Gift Certificates Now Available

The Department of Adult Education has available gift certificates for the high school credit program, the GED program, or the pre-high school, ACT, program. The gift certificate may be purchased by an individual, a business, or an agency who wishes to give a most deserving person an opportunity to enroll in one of the instructional courses offered by adult education.

The cost of a gift certificate is the tuition rate for the credit or non-credit course.

Those who wish to give someone "a gift of learning," please contact the Adult Education Office.

ACT/REACTION

In these days of sky-rocketing prices, accelerating costs, and empty pocketbooks, it seems nothing of value can be attained without going into debt. Well, as the saying goes, "the good things in life are still free," and this speaks for the Portsmouth pre-school ACT Program. The only costs for this educational program are time and effort. Many students in this program have realized the value of an education and have expressed their self-fullfillment. Witness the following story written by a student currently enrolled in one of the ACT classes. (The story is as it was presented to the instructor and no corrections in grammar nor structure have been made.)

The Man Who Couldn't Read And Write

I was born in a little town call Middlesex N.C. I had one brother and sister. My grandmother try to raise me the best she could. She try to send me to school. But I wouldn't go. I was 39 years old when I started to school. I had a very good teacher or instructor. She said I was doing fine. Now I know what my grandmother was trying to do. You cannot be success in life if you don't have education.

God love you and I do to.

GED Examination Schedule

The GED Examination is scheduled to be given on the following Saturdays:

Saturday, February 24th
Saturday, April 28th

Registration for the examination is being conducted at the Adult Education Office, S.H. Clarke VTC, 2801 Turnpike Road from 8 a.m. to 4 p.m. daily. The fee is $7.50 for the five tests or $1.50 for each individual test.

Robert E. Lee Center Expands Program Offerings

The Robert E. Lee Adult Learning Center offers a variety of adult education programs. Pre-high school training, the G.E.D. preparatory class, and the Homemaker-Health Aide program enable adults to continue their education in many areas.

Pre-High School Training (ACT)

Reading, math, language, and social science comprise the curriculum of the pre-high school training program. In addition to her duties as a teacher at the learning center, Mrs. Judith Eure also coordinates the programs at the Lee Center. Angelia Sanders and Vivian Daughtry are also on the Lee staff.

Individual and group instruction enables a student to progress at his own rate. Books and instruction are provided free of charge to the adult student.

A person interested in entering the program should be at least 17 years of age and not currently enrolled in a public or private school. Students may register any time at the school between the hours of 8 and 4. Enrollment applications may be obtained at the adult learning center office located on the third floor of Robert E. Lee School.

The ACT program provides pre-high school training to individuals 17 years of age or older.

G.E.D. Preparatory Class

Students who have completed the pre-high school program have the option of enrolling in the free G.E.D. preparatory class. A student must perform on a standardized test at the 8.7 grade level in reading and math to qualify for the Lee Center's GED class. Mrs. Karen Smith is the class instructor.

Students receive preparation in the five subject areas tested on the G.E.D. exam. The course is designed for students to take the exam at the end of the twelve week instructional period.

Students are taught to administer basic health care at the Robert E. Lee Adult Learning Center.

Homemaker-Health Aide/ Community Service Provider Program

The Homemaker-Health Aide class is also located in the Robert E. Lee Adult Learning Center. The major goal of the program is to provide marketable vocational training for a select group of Portsmouth Community residents. This program offers participants increased opportunities to secure gainful and meaningful employment as well as the opportunity to obtain a G.E.D. certificate. The students receive instruction in nursing care, G.E.D. preparation, and home economics. Classroom experience focuses on preparation of students to administer basic health care. Clinical training incorporated into the program further qualifies each participant for the position of health home aide.

Persons interested in this program should contact Mrs. Griggs at the Virginia Employment Commission.

Scheduled School Holidays

The following holidays will be observed by the Adult Education Department. Classes will not meet on these days:

Monday, February 19th
Washington's Birthday

Thursday through Monday, April 12-16
Spring Break

Questions and Answers About The GED Examination

Q. Who may take the GED exam?

A. Applicants must be at least 19 years of age and withdrawn from regular day school for a period of one year. In addition, applicants must be a resident of the state of Virginia for a minimum of 30 days immediately prior to making application to take the test. There is a fee of $7.50 to take all five tests, and $1.50 for each individual retest.

Q. What does the GED exam consist of?

A. The exam is actually a battery of five comprehensive tests in these areas: writing skills; social studies; natural sciences; reading; and mathematics.

Q How and where do I register to take the GED exam?

A. An applicant must complete an application form at the Adult Education office in the city in which he or she lives. At the time the applicant registers, he must pay the fee and show two identifications, one containing a photograph of himself.

Q. How long does it take to complete the exam?

A. Approximately six hours are required to complete the battery of five tests.

Q. What is a satisfactory score on the exam?

A. A standard score of at least 35 on each of the five tests and an average standard score of 45 on all five tests are required. This means there must be a minimum total score of 225 with no single test score below 35.

Q. How and when will I find out the results of the exam?

A. The examinee will be informed by an official letter and receive a permanent record card from the Department of Education, Commonwealth of Virginia. A permanent record of the test results will be maintained for future reference at the Department of Education.

Bumper Sticker Contest Winners

Five adult education students who displayed an adult education bumper sticker on their cars have won the "bumper sticker contest." Their names were randomly selected from the seventy-five students who entered the contest. Each of the winners will be awarded a $35.00 tuition credit for any course taken during the spring or summer session.

The lucky winners were Leon Brown, Joe Jones, Donald Williamson, Robert Lawrence, and Lonzia Cameron, Jr.

Get in the ACT

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the positions or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Act III On The Move
Published by the Portsmouth Public Schools Department of Adult Education

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Lynn Cox	Editor
Jenny Sarratt	Co-Editor
Judy Eure	Co-Editor
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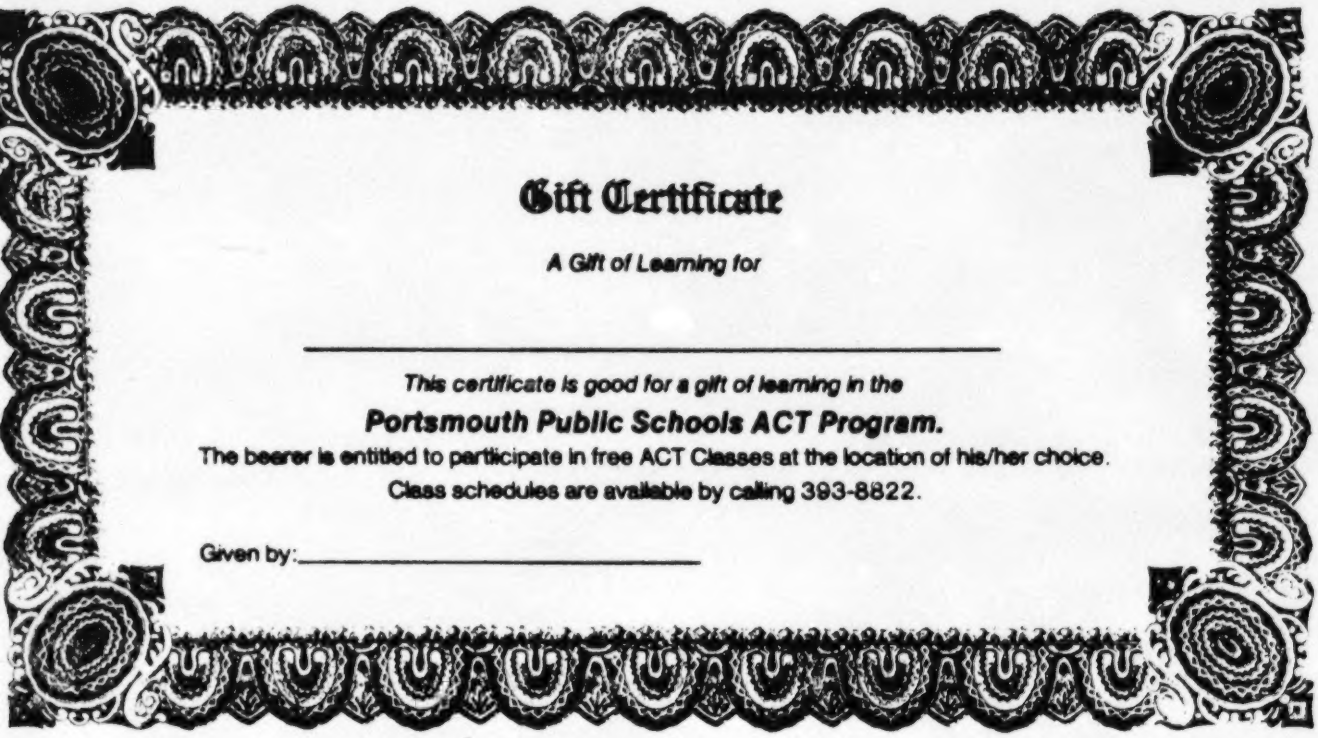
APPENDIX 10



Gift Certificate

A Gift of Learning for

_____

This certificate is good for a gift of learning in the

Portsmouth Public Schools ACT Program.

The bearer is entitled to participate in free ACT Classes at the location of his/her choice.
Class schedules are available by calling 393-8822.

Given by:_____

ACT PROGRAM GIFT CERTIFICATES

The ACT GIFT CERTIFICATE is a thoughtful way of encouraging someone to participate in the ACT pre-high school program. There is no cost to the provider or the student.

Certificates are available upon request from the Adult Education Office.

EVENING HIGH SCHOOL GIFT CERTIFICATES

Gift certificates are also available for adult evening high school courses at current tuition rates. Certificates can be purchased from the Adult Education Office and given to students/employees who may redeem them for credit or non-credit courses.

PORTSMOUTH PUBLIC SCHOOLS

PROGRAMS IN ADULT EDUCATION

Black letters on white background
Vinyl material
12" x 3"

Dark blue background
Bright green logo
White slogan & phone number
12" x 3"
Vinyl material

White background, black letters
Vinyl material
4" x 3"

CITY OF PORTSMOUTH, VIRGINIA

OFFICE OF PLANNING

APPENDIX 13

ACT PROMOTIONAL QUESTIONNAIRE

Dear Student:

We are trying to find the best ways to inform you of educational opportunities in Portsmouth. To do this we ask that you answer a few questions about this program and yourself. Your answers will be kept strictly confidential since this data will be compiled by people not in the Portsmouth School System.

For each question check the box or boxes following your answer. If you have any questions please ask your teacher.

Thank you for your help.

Portsmouth Adult Education

1. I first became aware of the Portsmouth Adult Education Program through (you may check more than one answer but no more than three):

A friend	[ ]01	
A student enrolled in Adult Education classes	[ ]02	1 2
Where I work	[ ]03	
The P.R.H.A. (Portsmouth Redevelopment & Housing Authority)	[ ]04	3 4
A civic, law enforcement, or service organization	[ ]05	
WIN, Social Services	[ ]06	
The Portsmouth School System	[ ]07	5 6
The course schedule	[ ]08	
A brochure mailed to my home	[ ]09	
A brochure not mailed to my home	[ ]10	
Bumper sticker	[ ]11	
A comic book	[ ]12	
An Adult Education Open House	[ ]13	
Radio, television, or newspaper advertising	[ ]14	
An advertising sign	[ ]15	
An employment agency	[ ]16	
Other _____	[ ]17	

2. I decided to sign up to take Portsmouth Adult Education courses because of (you may check more than one answer but no more than three):

A brochure mailed to me	[ ]01	
A brochure I picked up somewhere	[ ]02	
A brochure given to me at work	[ ]03	7 8
A brochure given to me by P.R.H.A.	[ ]04	
A brochure given to me by some other person	[ ]05	
A television, radio, newspaper or advertising sign	[ ]06	
A talk I had with a person in my community or family	[ ]07	9 10
A talk I had with a person in the school system	[ ]08	
A talk with someone in a business, public housing, employment, civic or social organization	[ ]09	11 12
A talk I had with a student already in the program	[ ]10	
WIN, Social Services	[ ]11	
Other _____	[ ]12	

3. In my opinion the best way to reach people to advertise Adult Education classes is through (you may check more than one answer but no more than three):

Where they work	[ ]01	
Where they live	[ ]02	
The stores where they shop	[ ]03	13
Church and civic organizations	[ ]04	
Employment and Social Service Agencies	[ ]05	
Doctors and other professional offices	[ ]06	14
The schools in the communities	[ ]07	
Other _____	[ ]08	15

4. What do you think is the best way to turn people on to Adult Education? (you may check more than one answer but no more than three):

Brochures	[ ]01	
Class schedules	[ ]02	
Hearing from students already in program	[ ]03	16 17
Talk by an Adult Education speaker	[ ]04	
Talks with people within the community	[ ]05	
Advertising signs	[ ]06	18 19
Newspaper articles	[ ]07	
Radio and TV announcements	[ ]08	
Bumper stickers	[ ]09	
Comic Books	[ ]10	20 21
Adult Education open house	[ ]11	
Other _____	[ ]12	

5. What do you think is the most important reason you signed up for Adult Education classes? (you may check more than one answer but no more than three):

Get a high school diploma	[ ]01	
Get a job	[ ]02	22 23
Get a better job	[ ]03	
Get a GED diploma	[ ]04	
Earn more money	[ ]05	
Get VA benefits	[ ]06	24 25
Train for a professional or trade skill	[ ]07	
Keep myself busy	[ ]08	
Have some fun	[ ]09	
Parents get more benefits (social security)	[ ]10	26 27
Get away from the house	[ ]11	
Meet some new people	[ ]12	
Get off welfare support	[ ]13	
Get my family or friend off my back	[ ]14	
Accomplish something and be proud of myself	[ ]15	
Learn more about the world	[ ]16	
Other _____	[ ]17	

6. What does the abbreviation A.C.T. mean to you?

Nothing - I have not seen that before	[ ]01	
Action Chemical Training	[ ]02	
Adult College Test	[ ]03	
Adult and Continuing Training	[ ]04	28

7. I found it difficult to learn about registration for the courses offered by the Portsmouth Adult Education Program.

Yes	[ ]01	
No	[ ]02	29

8. The Adult Education courses have lived up to what I expected to get from them.

Yes	[ ]01	
No	[ ]02	30

9. Which name do you like best for the adult education program?

ACT (Adult and Continuing Training)	[ ]01	
AEVT (Adult Education and Vocational Training	[ ]02	
ABE (Adult Basic Education)	[ ]03	31

10. Do you have a job?

Yes, full time	[ ]01	
Yes, part time	[ ]02	
No	[ ]03	32

11. What sex are you?

Male	[ ]01	
Female	[ ]02	33

12. What is your race?

Black	[ ]01	
White	[ ]02	
Other	[ ]03	34

13. About how much money did you earn last year before taxes were deducted?

Receiving welfare support	[ ]01	
Below $4,000	[ ]02	
$4,000 - $7,999	[ ]03	
$8,000 - $11,999	[ ]04	35
$12,000 - $ 15,999	[ ]05	
$16,000 and above	[ ]06	36

14. Please check the category in which your age is found.

17 years or less	[ ]01	
18-21 years	[ ]02	
22-30 years	[ ]03	
31-40 years	[ ]04	37
41-50 years	[ ]05	
51-60 years	[ ]06	
61 and above	[ ]07	

15. What is the postal zip code where you live?

— — — — — 38

16. When you last attended school (before enrolling here) what grade were you in? Please circle the correct grade.

1 2 3 4 5 6 7 8 9 10 11 12

Ungraded School 39 40

17. Do you live in . . . (check one)?

Public housing	[ ]01	
Rented apartment	[ ]02	
Rented house	[ ]03	41
Own house	[ ]04	

18. What are the last four numbers of your social security number? ___ ___ 42 43

___ ___ ___ ___

___ ___ 44 45

These two questions are very important. Please take a couple minutes to write out your comments.

19. Do you have any other suggestions on how we might be able to get more people aware of and interested in taking Adult Education classes? _____

_____

_____ ___ ___ 46 47

_____

20. What additional information would you like to have known before you entered the Portsmouth Adult Education classes?

_____

_____ ___ ___ 48 49

_____

_____

APPENDIX 14

Telephone Number: _____ Date: _____

Sector from Map: _____

Sex of Respondent: _____ Race of Respondent: _____

Hello my name is _____ from Portsmouth Adult Education. Recently we distributed a series of materials to households in your neighborhood and we would like to know if you received or remember receiving any of these materials.

(1) Do you remember receiving anything regarding ACT or adult education?

Yes ( ) go to 2
No ( ) go to 3

(2) What did you receive?

Brochure ( ) Newsletter ( )
Comic book ( ) Flyer (specify) _____
Bumper sticker ( ) Personal contact ( )
Gift Certificate ( )

(3) We circulated a _____ in your neighborhood: Do you remember receiving it?

Yes ( ) go to 4
No ( ) go to 6

(4) What did you do with it? _____

_____

(5) What effect did this _____ have on you? i.e. Did you take any action as a result of this material?

(6) Do you know what the ACT program means or stands for?

Yes ( ) go to 8
No ( ) go to 7

(7) ACT stands for Adult and Continuing training. Have you heard of it?

Yes ( ) go to 8
No ( ) go to 9

(8) Where did you hear of the ACT program?

_____

(9) What can we do to better inform you about Adult Education?_____

_____

(10) What do you think is the best way to get people to enroll in Adult Education programs?

_____

Thank you for your cooperation.

Write any additional comments on back.

1 2
3 4 5
6 7
8
9 10
11
12 13
14 15
16
17
18 19
20 21
22 23
24 25
26

APPENDIX 15

Portsmouth Public Schools
Department of Adult Education
2801 Turnpike Road
Portsmouth, Va. 23707

Office of the Coordinator

(804) 393-8822

November 14, 1978

(Inside address)

Thanks to the efforts of many Portsmouth agencies and organizations, public awareness of the needs of the adult learner is growing. Did you know, for example, that over 35,000 adults in Portsmouth do not possess a high school diploma? That is one half of Portsmouth's adults, 17 years and older! Further, there is a well-established relationship between the level of school attainment and a person's income, his ability to provide support, his motivation to self-improvement, his capacity to function as a good citizen, and his influence upon his children. The urgency of this problem commands the attention of Portsmouth's business, civic, social service and educational communities.

Several years of commitment to adult education have produced major results in meeting the educational needs of adults having completed less than a high school education. Although success stories of adults who participated in adult education activities are numerous, only a small percentage of potential adults are being reached by Portsmouth Public School's Department of Adult Education. We need your help.

Because lifelong learning, continuing education and improving basic skills increasingly concern our industrial, educational and governmental leaders, a workshop has been prepared by the Department of Adult Education to focus on identifying needs and suggesting the implementation of solutions to this crucial problem. As a leader in the Portsmouth community, this matter is undoubtedly of concern to you.

The workshop will be held on Friday, December, , from 9:00 a.m. to 12:30 p.m. at the Bank of Virginia (upstairs Board Room) located at the corner of Washington and King streets. Coffee and doughnuts will be served.

The workshop will present a profile of the adult target population. Some discussion will center on how the problem affects the Portsmouth community. Some feasible responses to the problem will be proposed and examined. We hope that members of the press and news media will be present to publicize Portsmouth's city-wide commitment to adult education opportunities.

Please R.S.V.P. by Monday, November 27, 4 p.m. by mail or contacting Mrs. Dorothy Barnes, 399-3933. Thank you for your interest and support.

Sincerely,

Gerry F. Parent, Project Director
Research in Adult Education

Joe C. Watson, Coordinator
Department of Adult Education

dtb

APPENDIX 16

TALENT/MODEL RELEASE

Client_____

Amount_____

In consideration of value received, receipt whereof is acknowledged, I hereby consent and authorize Seamark, Inc., and its client, to use and reproduce my name, voice, photograph, motion picture, or electronic television recording, in which I may be included in whole or part, or composite or distorted in character or form, made through any media at his studios or elsewhere, for any and all purposes including publication, manufacture and broadcast.

I hereby waive any right that I may have to inspect and/or approve the finished product or the advertising copy that may be used in connection therewith, or the use to which it may be applied.

I hereby release, discharge, and agree to save Seamark, Inc. and its client from any liability by virture of any blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the taking of said pictures, or in any processing tending towards the completion of the finished product.

Date_____ Talent/Model_____

Address_____

City_____ State_____

Witness_____ Parent or Guardian_____

(Required if talent/model is minor)

The Virginian-Pilot and The Ledger-Star, Sunday, December 3, 1978

Adult Education Programs Promoted

By NITA SIZER
Virginian-Pilot Staff Writer

PORTSMOUTH—More than a quarter of the city's citizens over 25 have less than an eighth-grade education and are unsuited for industrial jobs, a state educator said Friday.

Lennox L. McLendon of the State Department of Education said that 14,000 of Portsmouth's adults are "functional illiterates" in a world that requires eighth-grade comprehension for industrial training. A functional illiterate is defined as one with less than eighth-grade comprehension.

Portsmouth is not unique, said McLendon, assistant state supervisor of adult services. The percentage of illiteracy is about the same across the state and nation.

McLendon was one of several people who talked to business, industrial, and community service representatives about adult education programs offered in Portsmouth centers.

Approximately 700 Portsmouth adults are enrolled in the pre-high school programs, roughly 2 percent of those eligible.

The public is only now becoming aware of the handicap that undereducated adults have, McLendon said. There is an increased effort at national and state levels to get them into basic education programs.

Many don't know about the programs and others consider themselves too old to learn, he said.

"But research shows intelligence increases with age.

"I'm constantly amazed at the intelligence of people who can neither read nor write yet manage to function in a complex world," he said.

"They have to carry all their information in their head. They come to class with amazing experience. They learn quicker and better than children because they've exercised their brains by remembering. There are no discipline problems."

City Councilman J. Robert Gray, a Ford Motor Co. cost analyst, said the loss of productivity to industry because of illiteracy is "staggering."

About 23 million American adults cannot read or write a simple message, he said. The national loss from decreased productivity and social welfare expenses has been estimated at $6 billion annually, Gray said.

To find ways to recruit these potential students, the Portsmouth school system has been selected for a research grant. Project director Gerry Parent has asked the business and industrial community to refer undereducated adults to the program.

The pre-high school program is available at no cost to anyone over age 17. Daytime centers are at Clarke Vocational Training Center on Turnpike Road and Robert E. Lee School on Duke Street.

Nighttime centers are at Norcom and Wilson high schools, Alf J. Mapp and Lee schools, and Thomas Jefferson Community Center.

Adult education push under way

4 Currents December 4/5, 1978

By DONALD LOWERY
Staff Writer

PORTSMOUTH — At 44, Ernest Hanks thought he was too old to get a high school education. It was only at the urging of his wife that the career Navy man went back to night school in 1973.

Four years later, Hanks completed the high school program and then went on to Tidewater Community College. He will receive an associate degree in community and social services from TCC this spring.

"It was very easy for me, because I was always prepared for the test," Hanks said Friday morning about his return to school. For community and civic leaders gathered to hear about adult education programs in Portsmouth, Hanks' story was a pleasant one, far more encouraging than what was said about the general problem of adult education in the city.

Statistics for the city show that there are 57,000 adults 18 years of age and older in Portsmouth. The administrators of the city's adult education programs estimate approximately 35,000 of these adults—more than 60 percent—do not have a high school diploma. About 14,000 of those without a high school diploma do not have a grade school diploma either.

The staff of Adult Continuing Training (ACT) Friday called on community members to help get adults who have not completed their formal education back into schools.

School officials say they are getting only two percent of the under-educated adults into adult education programs.

Lennox McLendon of the state Department of Education told the audience that it is impossible to accurately estimate the losses in economic productivity caused by the under-educated adults in the city, but the figure would translate into several million dollars.

McLendon said the lack of education for under-educated adults causes problems for the adults in the job market and in making intelligent decisions in their everyday lives.

The under-educated adults also present a problem for the school system, McLendon said, because the education and training of the parent is one of the most important factors in determining the success of a child in school.

Portsmouth matches the statewide pattern for under-educated adults. McLendon said. Statewide, about 1.3 million adults—52 percent of the entire adult population—do not have high school diplomas.

The state percentage is equal to the national percentage of under-educated adults, McLendon said.

J.C. Watson, coordinator of the adult education programs in Portsmouth, said there are three programs in the city in which adults can get elementary and high school diplomas.

In addition to the night high school program, adults can enroll free in the ACT elementary school academic program. Adults can also take a General Educational Development (GED) test to certify their completion of a high school curriculum.

Annually, 2,400 to 2,900 adults are enrolled in the adult education programs, Watson said.

Portsmouth City 309 Project

ABE Newsletter
September 1978

Promotional/Recruitment Cost Effectiveness Project

While many adult educators have experience in promoting their Adult Basic Education programs and in recruiting students, a unified body of research on promotional and recruitment techniques in ABE is not available in published form.

Joe Watson, coordinator of Adult Education in Portsmouth City, conducted preliminary research which provided information concerning enrollment concentration. This data led Watson to seek 309 Special Project Grant funding to investigate the most effective promotional and recruitment materials, techniques and practices with relation to cost.

The grant's objectives are:

1. To divide the city into geographic sectors and develop a system for classification of residents based upon demographic, social and cultural identifiers.
2. To develop a variety of promotional and recruitment activities and to apply these activities in a given sector.
3. To measure the impact of each promotional and recruitment activity in each sector on enrollment.
4. To determine the cost effectiveness of the various promotional and recruitment activities.

A project director, Gerry Parent was hired to coordinate the research project and work with research and design consultants and a promotional consultant. In addition to carrying out the grant's objectives, Parent is charged with identifying and developing working relationships with the potential adult student target population as well as community leaders and referral agencies. He will receive the part-time assistance of Tom Brown, a junior high school and ABE counselor, who will be involved in recruitment evaluation and community liaison efforts.

Portsmouth City 309 Project

ABE Newsletter
May 1979

Career Fair For Undereducated

Gerry F. Parent, Project Director
Research in Adult Education, Portsmouth

The concept of a career fair was adopted to respond to the needs of Portsmouth's undereducated in the recent "Career Day Open House" sponsored by the Department of Adult Education.

The open house was held on Saturday, April 7 from 10 a.m. to 2 p.m. at the Robert E. Lee Adult Learning Center. Using the center for the event enabled potential students to acquaint themselves with the facilities and instructors.

The purpose of the career day was to publicize education programs and employment opportunities in Portsmouth. It was aimed at out-of-school youth and adults who have not completed high school and are considering returning to school. It was also directed to persons with limited educational background seeking employment.

Displays and representatives from several Portsmouth agencies participated in the career day. Besides the public school's Department of Adult Education, Tidewater Community College and Kee's Business College exhibited available educational programs.

The Virginia Employment Commission, CETA office, Norfolk Naval Shipyard, General Electric Company and Portsmouth City personnel were on hand to inform persons concerning job possibilities.

A member of the Department of Adult Education helped students assess their own interests, skills and aptitudes for job/career planning purposes.

The "Career Day Open House" was another sign of a city-wide concern and commitment toward improving the educational level of Portsmouth's residents.

Portsmouth City 309 Project

ABE Newsletter
February 1979

ABE Recruitment Efforts Directed To Community Leaders

More than 300 agencies and individuals representing Portsmouth's civic, governmental, business, educational, service organizations and churches were invited to a "Community Leader's Workshop" sponsored by the Department of Adult Education and a 309 project in Portsmouth.

This workshop was held on December 1 and 8 from 9 a.m. to 12 noon. Participants were informed of the large number of illiterate persons in Portsmouth and of the impact this lack of education has on the community.

Lennox McLendon, one of the workshop's speakers, asked the participants to consider the ever widening gap between the rising proportion of undereducated adults and society's demand for qualified employees.

"If one out of four of your potential taxpaying, civic-participating adults is functionally illiterate and can't be in-

(*Continued on page 4*)

ABE Recruitment Efforts, *cont'd*

volved in the community," Lennox said, "then there is a tremendous loss of manpower and revenues to the city."

In addition to the well-established relationship between a person's education and his income, there are also important relationships between education and that person's motivation to self-improvement; his capacity to be a productive member of society and a responsible citizen; and his influence on others, particularly children.

One of the highlights of the workshops was an interview with Ernest Hanks, a graduate of Portsmouth's adult high school program. Hanks recounted for the audience his reasons for going back to school at the age of 44 and some of his experiences with the adult education program. He felt that the older student is perhaps more motivated to learn since he has been rejected from job opportunities because of the lack of a high school diploma.

Besides informing these community leaders of Portsmouth's need to help the undereducated, the workshop was designed to solicit cooperation from these agencies in referring potential adult students to the city's ABE, high school credit, and GED programs.

In order to familiarize these persons with the city's adult education program a packet of promotional materials w prepared and distributed to each partic pant. It is hoped that these communi leaders will provide that vital li between the target population and adu education opportunities. Prelimina findings of the 309 project, directed Gerry Parent, revealed that word-o mouth from community leaders and oth students is instrumental in attracting ne students to adult education programs.

Follow-up measures to these worksho are planned in order to give individu consideration to the needs and possib services of each referral agency.